

October 15, 2015

[REDACTED]

Re: FOIA #15-500, #15-501, #15-502, #15-503

Dear Mr. [REDACTED]

I write in response to your recent Freedom of Information Act requests, dated June 11, 2015, and received in my office on June 12, 2015, in which you requested:

- “1. All emails sent by Professor Nick Burbules on July 21, 22 and 23, with these emails retrieved by Swanlund System Services rather than by Dr. Burbules. [15-500]
2. All emails sent by Professor Nick Burbules on July 24, 25 and 26, with these emails retrieved by Swanlund System Services rather than by Dr. Burbules. [15-501]
3. All emails sent by Professor Nick Burbules on July 27, 28 and 29, with these emails retrieved by Swanlund System Services rather than by Dr. Burbules. [15-502]
4. All emails sent by Professor Nick Burbules on July 30, 31 and August 1, with these emails retrieved by Swanlund System Services rather than by Dr. Burbules. [15-503]

Due to file size, the records responsive to your request are available for download at <https://uofi.box.com/s/41du99u186lj8jb37kaz0xsi5556w7zs>. This link will expire in 10 days. Because reading files in the Box interface can be slow and unwieldy, we suggest that you click the Download button to save your responsive file to your desktop. If you do choose to view the file in the Box interface, the download button appears as a white arrow at the top right of the viewing window. These are public documents numbering 159 pages.

Portions of these documents have been redacted pursuant to the following section(s) of the Act:

- 140/7(1)(a) that exempts from disclosure “Information specifically prohibited from disclosure by federal or State law or rules and regulations implementing adopted under federal or State law.” Specifically, the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. §1232g) protects the privacy of student education records and

(140/7(1)(b) (20 C.S.C. §12-28) protects the privacy of student education records and prohibits the release of any information from a student's education record without the consent of the eligible student.

- 140/7(1)(b) that exempts from disclosure "Private information, unless disclosure is required by another provision of this Act, a State or federal law or a court order." This includes personal home and email addresses, personal phone numbers, and conference call-in numbers and IDs and other unique access information.
- 140/7(1)(c) that exempts from disclosure "personal information contained within public records, the disclosure of which, if disclosed, would constitute a clearly unwarranted invasion of personal privacy, unless the disclosure is consented to in writing by the individual subjects of the information." This includes discussions regarding personal employment matters, family and travel information, student records, and information pertaining to applicants for a position who were not hired. The Illinois Attorney General's Public Access Counselor has previously upheld a public body's decision to withhold information regarding unselected job applicants, as disclosure of such information would constitute a clearly unwarranted invasion of personal privacy under this section of the Act. (See, 2011 PAC 14437; 2011 PAC 13060).
- 140/7(1)(f) that exempts "preliminary drafts, notes, recommendations, memoranda and other records in which opinions are expressed, or policies or actions are formulated, except that a specific record or relevant portion of a record shall not be exempt when the record is publicly cited and identified by the head of the public body." The responsive documents contain draft documents, and preliminary discussions and expressions of opinion regarding possible policies and actions of the University.
- 140/7(1)(j)(ii) exempts "information received by a primary or secondary school, college, or university under its procedures for the evaluation of faculty members by their academic peers." This includes opinions and recommendations regarding evaluation of a faculty member. Such information would not be available to the faculty member either (and, by extension, third parties), pursuant to Section 10(a) of the Personnel Records Review Act (820 ILCS 40/10(a)) ("Letters of reference for that employee or external peer review documents for academic employees of institutions of higher education") and 7.5(q) of FOIA ("Information prohibited from being disclosed by the Personnel Records Review Act").

You have a right, under the law, to seek a review of this response by the Public Access Counselor (PAC) in the Office of the Attorney General. The PAC may be reached by phone at 217-782-1396, by email to publicaccess@atg.state.il.us, or by postal mail at the Public Access Bureau, 500 S. 2nd Street, Springfield, Illinois 62706. You also have the right to seek judicial review under section 11 of this Act.

If you have any questions, please address them to the attention of Ms. Laura Clower, Associate University Counsel, at clower@uillinois.edu.

Sincerely,

Thomas P. Hardy
Executive Director
and Chief Records Officer

cc: Laura Clower, Assoc. Univ. Counsel

From: [Burbules, Nicholas C](#)
To: [Kuehn, Melanie](#)
Cc: [Burbules, Nicholas C](#)
Subject: FW: Welcome to EPA 412: Critical Thinking in Education
Date: Tuesday, June 09, 2015 11:27:36 AM

From: <Burbules>, Burbules <burbules@illinois.edu>
Date: Friday, August 1, 2014 at 9:02 PM
To: "[REDACTED]" <[REDACTED]> "Pfoff, Jena Marie" <jrooseve@illinois.edu>
Cc: Burbules <burbules@illinois.edu>
Subject: Re: Welcome to EPA 412: Critical Thinking in Education

Hi [REDACTED]

Please check with Jena Pfoff. She manages these issues for the college.

Nick

From: <[REDACTED]>
Date: Friday, August 1, 2014 at 4:39 PM
To: Burbules <burbules@illinois.edu>
Subject: RE: Welcome to EPA 412: Critical Thinking in Education

Hello,
I am [REDACTED], however I am a [REDACTED] and plan on using a waiver from the [REDACTED]
[REDACTED] with the U of I. Will I still be able to use the waiver for this course. Just asking because
I know we cannot use the waivers for online courses? Thanks, hopefully I will see you in class in a few
weeks!
[REDACTED]

From: Burbules, Nicholas C
Sent: Friday, July 25, 2014 10:01 AM
To: Burbules, Nicholas C; Palmer, Beverly; Ketchum, Laura A; Mayo, Cris Susan
Cc: [REDACTED]
Subject: Welcome to EPA 412: Critical Thinking in Education

Hello everyone

I am looking forward to our class this semester. I've been on sabbatical and am excited to be working with students again.

The class content and format are coming together. I will be contacting you soon with information about how to access the "Moodle" site where all course readings and activities will be uploaded.

There is no textbook or other materials you need to purchase for this class.

I do want you to bring your laptops to the first session, and to every class session. You'll be using them.

Two things: I am doing something new with this class, teaching it in “dual mode.” In other words, some students will be accessing the course online. In-class sessions will involve not only you, in the room, but also a few online students piping in from other locations. This will allow us to do some interesting things in promoting interaction not only among the students in the room but among all the students.

To facilitate this, we are changing the in-class hours from 4-7 Tuesdays to 4-6 Tuesdays. These “synchronous” sessions will continue to be substantive and important (and I hope fun and interesting), but the class will also include “asynchronous” activities done online when you are not physically in class.

The other scheduling consequence is that you will be finished with the class in EIGHT weeks (slightly more concentrated work) rather than sixteen weeks. You will still receive 2 or 4 hrs of credit, depending on how you registered.

For 2 hr students, some class assignments will be extra credit, and not required. But attendance in class is required of everyone.

See you soon!

Nick

From: [Burbules, Nicholas C](#)
To: [Kuehn, Melanie](#)
Cc: [Burbules, Nicholas C](#)
Subject: FW: Welcome to EPA 412: Critical Thinking in Education
Date: Tuesday, June 09, 2015 11:27:27 AM

From: <Burbules>, Burbules <burbules@illinois.edu>
Date: Friday, August 1, 2014 at 9:00 PM
To: Cris Mayo <cmayo@illinois.edu>
Cc: Burbules <burbules@illinois.edu>
Subject: Re: Welcome to EPA 412: Critical Thinking in Education

That's what I will do – thanks.

From: <Mayo>, Cris Mayo <cmayo@illinois.edu>
Date: Friday, August 1, 2014 at 8:59 PM
To: Burbules <burbules@illinois.edu>
Subject: RE: Welcome to EPA 412: Critical Thinking in Education

Not my call either, the policy comes from the Grad College: she'd need to check with Jena to make sure she's registered for a form of course that allows a waiver so it couldn't be for a self-sustaining online course CRN but it could be, as far as I know, for an on campus online section. But she should ask Jena for guidance.

Best,
Cris

Cris Mayo
Director of Online Learning
College of Education
Assoc. Head and Prof.
Dept. of Education Policy, Organization and Leadership
University of Illinois at Urbana-Champaign
1310 S. Sixth St.
Champaign, IL 61820

President, American Educational Studies Association
Faculty Advisor, Diversity and Equity in Education Master's Degree

From: Burbules, Nicholas C
Sent: Friday, August 01, 2014 6:46 PM
To: Mayo, Cris Susan
Cc: Burbules, Nicholas C
Subject: FW: Welcome to EPA 412: Critical Thinking in Education

Query

I think this is not my call.

You know what I think about the whole waiver situation, but if it were up to me I would include her.

Is there a problem if I do?

Nick

From: [REDACTED]
Date: Friday, August 1, 2014 at 4:39 PM
To: Burbules <burbules@illinois.edu>
Subject: RE: Welcome to EPA 412: Critical Thinking in Education

Hello,
I am [REDACTED], however I am a [REDACTED] and plan on using a waiver from the [REDACTED] with the U of I. Will I still be able to use the waiver for this course. Just asking because I know we cannot use the waivers for online courses? Thanks, hopefully I will see you in class in a few weeks!
[REDACTED]

From: Burbules, Nicholas C
Sent: Friday, July 25, 2014 10:01 AM
To: Burbules, Nicholas C; Palmer, Beverly; Ketchum, Laura A; Mayo, Cris Susan
Cc: [REDACTED]
Subject: Welcome to EPA 412: Critical Thinking in Education

Hello everyone

I am looking forward to our class this semester. I've been on sabbatical and am excited to be working with students again.

The class content and format are coming together. I will be contacting you soon with information about how to access the "Moodle" site where all course readings and activities will be uploaded.

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For 2 hr students, some class assignments will be extra credit, and not required. But attendance in class is required of everyone.

See you soon!

Nick

From: [Burbules, Nicholas C](#)
To: [Kuehn, Melanie](#)
Cc: [Burbules, Nicholas C](#)
Subject: FW: 412 class
Date: Tuesday, June 09, 2015 11:27:10 AM

From: <Burbules>, Burbules <burbules@illinois.edu>
Date: Monday, July 28, 2014 at 1:51 PM
To: Cris Mayo <cmayo@illinois.edu>, "Pfoff, Jena Marie" <jrooseve@illinois.edu>
Cc: "Andrade, Jeanette Mary" <jmevans3@illinois.edu>, Burbules <burbules@illinois.edu>
Subject: Re: 412 class

Hi Cris,

Since I am setting it up anyway, it is (mostly) cost-free to me whether we have one online student or twenty.

The more the merrier, and I would be delighted if we could afford to cover a TA.

Nick

From: <Mayo>, Cris Mayo <cmayo@illinois.edu>
Date: Monday, July 28, 2014 at 1:14 PM
To: Burbules <burbules@illinois.edu>, "Pfoff, Jena Marie" <jrooseve@illinois.edu>
Cc: "Andrade, Jeanette Mary" <jmevans3@illinois.edu>
Subject: RE: 412 class

Hi all,

The invitation went out to all programs. I'm sorry but I have no way of knowing who exactly will take Jeanette up on the offer to take a social foundations requirement early. Should she email them asking about it?

Best,
Cris

Cris Mayo
Director of Online Learning
College of Education
Assoc. Head and Prof.
Dept. of Education Policy, Organization and Leadership
University of Illinois at Urbana-Champaign
1310 S. Sixth St.
Champaign, IL 61820

President, American Educational Studies Association
Faculty Advisor, Diversity and Equity in Education Master's Degree

From: Burbules, Nicholas C
Sent: Monday, July 28, 2014 11:04 AM

To: Pfoff, Jena Marie
Cc: Mayo, Cris Susan; Burbules, Nicholas C
Subject: Re: 412 class

Hi Jena,

Cris and others would have to tell you this. Unlike the 415 class I'm not making these arrangements.

Nick

From: <Pfoff>, Jena Marie <jrooseve@illinois.edu>
Date: Monday, July 28, 2014 at 10:52 AM
To: Burbules <burbules@illinois.edu>
Cc: Cris Mayo <cmayo@illinois.edu>
Subject: RE: 412 class

Nick –

Please let me know which online programs will be most interested in taking this course so I may create the appropriate sections.

Thank you,
Jena

Jena M Pfoff
Resource and Policy Analyst
Department of Education Policy, Organization and Leadership
Academic and Instructional Services Unit
College of Education
1310 S. Sixth Street
347 Education Building, MC - 708
Champaign, IL 61820
(217) 333-7703/(217) 244-5632 fax

From: Burbules, Nicholas C
Sent: Thursday, July 24, 2014 2:15 PM
To: Mayo, Cris Susan
Cc: Burbules, Nicholas C; Ketchum, Laura A
Subject: 412 class

Hi Cris,

So, this is to make it official. I will be teaching 412 in an 8-week, dual mode format.

Online students can enroll and they will have full access to the curriculum and synchronous and asynchronous content. I am redesigning the course accordingly.

I will appreciate all that you and others can do to publicize the course and invite online

enrollments. People can use this course to satisfy their MEd foundations requirement.

Sarah and Mike were extremely helpful. My classroom has been changed to Rm 22, which was designed with courses like this in mind. My class will partly be a test run of some of that room's capabilities.

After it's done, I'll be happy to share some reactions and thoughts about this modality and what works.

Nick

From: [Burbules, Nicholas C](#)
To: [Kuehn, Melanie](#)
Cc: [Burbules, Nicholas C](#)
Subject: FW: EPS 412 class (Fall 14)
Date: Tuesday, June 09, 2015 11:27:01 AM

From: <Burbules>, Burbules <burbules@illinois.edu>

Date: Friday, July 25, 2014 at 3:18 PM

To: Burbules <burbules@illinois.edu>

Cc: Burbules <burbules@illinois.edu>, "[REDACTED]"

Subject: FW: EPS 412 class (Fall 14)

Hello everyone,

Due to a technicality, you will need to drop the 412 A section number and re-enroll in EPS 412 B.

Same class, same credits.

I am very sorry for the nuisance, but it should be easy to do.

Nick

Hi Nick,

Per Sherry Miller request I have cancelled EPS 412 A (CRN 63178) and have created a new section EPS 412 B (CRN 63958). Please notify the students and ask them to drop the old section and add the new. Thank you.

Beverly

From: Miller, Sherry L
Sent: Friday, July 25, 2014 12:48 PM
To: Palmer, Beverly
Subject: RE: EPS 412 class (fall 14')

Sorry, due to changing the part of term, the students will have to drop the class in order to change the part of term. The best option to do this is to cancel the existing section and create a new one for the 8 week part of term and have the students drop the current and add the new. This will make it clear cut in case questions arise later.

sherry

Sherry Miller
Office of the Registrar
901 W. Illinois, Suite 140
Urbana, IL 61801-3446
217-244-4058
sherrytype@illinois.edu

Under the Illinois Freedom of Information Act (FOIA), any written communication to or from University employees regarding University business is a public record and may be subject to public disclosure.

From: Palmer, Beverly
Sent: Friday, July 25, 2014 9:22 AM
To: Miller, Sherry L
Subject: RE: EPS 412 class (fall 14')

Hi Sherry,

I removed the meeting rows in order to change the part of term, but it will not allow me to make the change, because students are currently enrolled in the class.

Beverly

From: Miller, Sherry L
Sent: Thursday, July 24, 2014 4:19 PM
To: Palmer, Beverly
Subject: RE: EPS 412 class (fall 14')

Forgot to mention, the students should not have to drop but need to be informed that it is changing to an 8 week section with an online component instead of the full term so they have the option to drop if they do not want to take it in that format.

Sherry

Sherry Miller
Office of the Registrar
901 W. Illinois, Suite 140
Urbana, IL 61801-3446
217-244-4058
sherrytype@illinois.edu

Under the Illinois Freedom of Information Act (FOIA), any written communication to or from University employees regarding University business is a public record and may be subject to public disclosure.

From: Palmer, Beverly
Sent: Thursday, July 24, 2014 4:02 PM
To: Miller, Sherry L
Subject: EPS 412 class (fall 14')

Hi Sherry,

I will make the change to an 8 week course and change the time to 4-6 PM. Since the course is for both on-campus and online what should be the Schedule Type? Also I will notify the students asking them to drop and reregister for the course. Thanks.

Beverly

From: Burbules, Nicholas C
Sent: Thursday, July 24, 2014 3:46 PM
To: Palmer, Beverly; Mayo, Cris Susan; Ketchum, Laura A
Cc: Burbules, Nicholas C
Subject: Re: EPS 412 class (fall 14')

Yes, it is 8 weeks for both groups. I guess the listing should also be changed from 4-7 to 4-6. Students (on-campus or online) will do much of the course work asynchronously.

Thanks Beverly.

Nick

From: <Palmer>, Beverly <bjjack@illinois.edu>
Date: Thursday, July 24, 2014 at 3:29 PM
To: Burbules <burbules@illinois.edu>
Subject: EPS 412 class (fall 14')

Hi Nick,

Your EPS 412 course (CRN 63178) is currently listed as an on-campus section for 16 weeks. Or should I create a new on-line section for 8 weeks? Thanks.

Beverly

From: Ketchum, Laura A
Sent: Thursday, July 24, 2014 2:36 PM
To: Palmer, Beverly
Cc: Pfoff, Jena Marie
Subject: FW: 412 class

FYI

Laura Ketchum
Dept of Education Policy, Organization & Leadership
College of Education
University of Illinois
349 Education Bldg, MC-708
1310 S. Sixth Street
Champaign, IL 61820

217-333-2155 phone
217-244-5632 fax
ketchum@illinois.edu

From: Burbules, Nicholas C
Sent: Thursday, July 24, 2014 2:15 PM
To: Mayo, Cris Susan
Cc: Burbules, Nicholas C; Ketchum, Laura A
Subject: 412 class

Hi Cris,

So, this is to make it official. I will be teaching 412 in an 8-week, dual mode format.

Online students can enroll and they will have full access to the curriculum and synchronous and asynchronous content. I am redesigning the course accordingly.

I will appreciate all that you and others can do to publicize the course and invite online enrollments. People can use this course to satisfy their MEd foundations requirement.

Sarah and Mike were extremely helpful. My classroom has been changed to Rm 22, which was designed with courses like this in mind. My class will partly be a test run of some of that room's capabilities.

After it's done, I'll be happy to share some reactions and thoughts about this modality and what works.

Nick

From: [Burbules, Nicholas C](#)
To: [Kuehn, Melanie](#)
Cc: [Burbules, Nicholas C](#)
Subject: FW: Moodle, Canvas
Date: Tuesday, June 09, 2015 11:26:48 AM
Importance: High

From: <Burbules>, Burbules <burbules@illinois.edu>
Date: Friday, July 25, 2014 at 11:00 AM
To: Deanna Raineri <raineri@illinois.edu>
Cc: Burbules <burbules@illinois.edu>, "Jones, Sarah N" <hendrix2@illinois.edu>, "Williams, Michael T" <mtwillia@illinois.edu>
Subject: Re: Moodle, Canvas

Thanks Deanna,

I haven't set the class up yet, so I could use Canvas, which has other features I like too.

Maybe this is worth a discussion with your folks after I get back from vay cay next week.

I am not opposed to recording something on Audacity and just uploading it, though the files get pretty huge. Much better to work within the course app directly

Nick

From: <Raineri>, Deanna Raineri <raineri@illinois.edu>
Date: Friday, July 25, 2014 at 10:10 AM
To: Burbules <burbules@illinois.edu>
Subject: RE: Moodle, Canvas

Hi Nick,

From my folks:

We have Wimba in Moodle to provide the capability Nick needs, but it's not at all a good product. We attempted to replace it with something called PooDLL for Fall, but it turned out to be a solution as bad as its name. We abandoned the project and aim to make something new for Spring semester 2015 at the earliest. I want whatever we replace it with to not rely on Flash; currently the only web browsers that have good support in HTML5 for grabbing cameras are Chrome and Firefox (and Chrome can do screen capture), so there would be a few gaps in what people could do depending on the browser they're using until the technology settles down.

The Ensemble repository we have in Moodle can be configured to accept audio and video uploads, but it currently doesn't have an in-browser widget for producing new media.

The tool in Canvas is kind of cool, although understandably Flash-based

<http://guides.instructure.com/m/4152/l/41509-how-do-i-record-a-video-using-the-rich-content-editor>

After a couple of conversations here, I think our best course of action would be to see if we can get you set up on Canvas...if you are open to that. We do have an installation here that we have been testing and so far we are very impressed.

As a next step I would recommend meeting with a couple of my folks (Jim Witte and Liam Moran) so they can get a better feel for what it is you want to do and recommend a solution. Are you open to that?

Best,
Dee

-----Original Message-----

From: Burbules, Nicholas C

Sent: Thursday, July 24, 2014 12:08 PM

To: Raineri, Deanna M

Cc: Burbules, Nicholas C

Subject: Moodle, Canvas

Hi Deanna,

I use podcasts more and more in my teaching, and I understand that the new Moodle has the capability to record and publish directly in the app.

That would be awesome for me!

Do we have that feature in the campus version? Can we get it?

I know that Canvas has it too. Are we experimenting with Canvas?

(You can tell I am putting my classes together!)

Nick

From: [Burbules, Nicholas C](#)
To: [Kuehn, Melanie](#)
Cc: [Burbules, Nicholas C](#)
Subject: FW: EPS 412 class (fall 14")
Date: Tuesday, June 09, 2015 11:26:36 AM

From: <Burbules>, Burbules <burbules@illinois.edu>
Date: Friday, July 25, 2014 at 9:27 AM
To: "Palmer, Beverly" <bjack@illinois.edu>, Laura Ketchum <ketchum@illinois.edu>, Cris Mayo <cmayo@illinois.edu>
Cc: "Pfoff, Jena Marie" <jrooseve@illinois.edu>, Burbules <burbules@illinois.edu>
Subject: Re: EPS 412 class (fall 14')

That's a good question Beverly.

I think we are trying to maximize the number of students who take it online. So while I would prefer that ALL the students were taking it for 4 hrs (easier for me), at this stage I am already accommodating 2 hr students as well, and I don't want to limit online enrollment. So for his purpose I think the online folks can have the 2/4 option too.

Nick

From: <Palmer>, Beverly <bjack@illinois.edu>
Date: Friday, July 25, 2014 at 9:19 AM
To: Burbules <burbules@illinois.edu>, Laura Ketchum <ketchum@illinois.edu>, Cris Mayo <cmayo@illinois.edu>
Cc: "Pfoff, Jena Marie" <jrooseve@illinois.edu>
Subject: RE: EPS 412 class (fall 14')

Hi Nick,

Yes, we can keep the current students registered for 2 hours. However, do you want the new students to have the option to be able to register for 2 or 4 hours? Or should they register for 2 hours only. It is my understand that all foundation courses should be offered for 4 hours. Thanks.

Beverly

From: Burbules, Nicholas C
Sent: Friday, July 25, 2014 9:13 AM
To: Ketchum, Laura A; Mayo, Cris Susan
Cc: Palmer, Beverly; Pfoff, Jena Marie; Burbules, Nicholas C
Subject: Re: EPS 412 class (fall 14')

Thanks Laura, everyone,

I think I will go another way on this. Given other changes in the class I don't want to add the 2/4 hour issue on top of it. I have already told 2 hr students who have asked that their workload will be different from the 4 hr folks. If they already have a 2 hr foundations course (from the old model)

they don't NEED to take it for 4.

I wish I didn't have to deal with this, but I already have and don't want to change it again. We are already changing the class location and the in-class time (from 4-7 to 4-6), and changing it to a blended/dual mode model. I don't want to make their heads spin. . .

Nick

From: <Ketchum>, Laura Ketchum <ketchum@illinois.edu>
Date: Friday, July 25, 2014 at 9:04 AM
To: Burbules <burbules@illinois.edu>, Cris Mayo <cmayo@illinois.edu>
Cc: "Palmer, Beverly" <bjjack@illinois.edu>, "Pfoff, Jena Marie" <jrooseve@illinois.edu>
Subject: RE: EPS 412 class (fall 14')

Hi all,

We still have a few courses on the books as variable credit courses. However, we can set a course section to the desired credit hours. (**Beverly**, will you please set EPS 412 to be available for only 4 hours?)

However, that will not change the credit hours for those students already enrolled. **Nick**, I suggest when you email the students about the changes that you also mention it is only being offered for 4 hours. The students will need to drop & re-add the course with the correct 4 credit hours. If you log into your faculty self-service site: <https://apps.uillinois.edu/>, you can access your roster. At the bottom of the screen is a button that will give you all the students' email addresses.

****Remember, Beverly Palmer is now handling EPOL course scheduling until we hire someone new. Be sure to contact her with changes and/or questions!**

Laura Ketchum
Dept of Education Policy, Organization & Leadership
College of Education
University of Illinois
349 Education Bldg, MC-708
1310 S. Sixth Street
Champaign, IL 61820
217-333-2155 phone
217-244-5632 fax
ketchum@illinois.edu

From: Burbules, Nicholas C
Sent: Thursday, July 24, 2014 10:22 PM
To: Burbules, Nicholas C
Cc: Palmer, Beverly; Miller, Sherry L; Ketchum, Laura A; Pfoff, Jena Marie
Subject: Re: EPS 412 class (fall 14')

If you can send me the emails of the enrolled students, I will write to them and explain what is happening.

Nick

Sent from my iPhone

On Jul 24, 2014, at 7:19 PM, "Burbules, Nicholas C" <burbules@illinois.edu> wrote:

Thanks everyone!

From: <Palmer>, Beverly <bjjack@illinois.edu>
Date: Thursday, July 24, 2014 at 4:20 PM
To: "Miller, Sherry L" <sherrye@illinois.edu>
Cc: Burbules <burbules@illinois.edu>, Laura Ketchum <ketchum@illinois.edu>, "Pfoff, Jena Marie" <jrooseve@illinois.edu>
Subject: RE: EPS 412 class (fall 14')

Ok, thanks. When I hear back from Nick I will set up the course as instructed.

From: Miller, Sherry L
Sent: Thursday, July 24, 2014 4:18 PM
To: Palmer, Beverly
Cc: Burbules, Nicholas C
Subject: RE: EPS 412 class (fall 14')

If that is the case, you will need to do a PKG schedule type on the first block of SSASECT, then have a meeting row for the face-face time and a row for the Online with not days/times if none are required. You will have to set the schedule type on the meeting rows accordingly as well.

Sherry

Sherry Miller
Office of the Registrar
901 W. Illinois, Suite 140
Urbana, IL 61801-3446
217-244-4058
sherrye@illinois.edu

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From: Palmer, Beverly
Sent: Thursday, July 24, 2014 4:13 PM
To: Miller, Sherry L

Cc: Burbules, Nicholas C
Subject: EPS 412 class (fall 14')

Sherry,

It is my understanding it will be one section for campus students with a face-to-face meeting and an online component.

Nick,

Please confirm. Thanks.

Beverly

From: Miller, Sherry L
Sent: Thursday, July 24, 2014 4:09 PM
To: Palmer, Beverly
Subject: RE: EPS 412 class (fall 14')

Beverly,

The way I understand the email thread is there will be an online section for off-campus students and a regular one for campus students. Is this correct? Or will one section be for campus students with a face-to-face meeting and an online component? This will need to be confirmed as it will effect the setup of the class if it is being offered online to off-campus students only.

Sherry

Sherry Miller
Office of the Registrar
901 W. Illinois, Suite 140
Urbana, IL 61801-3446
217-244-4058
sherry@illinois.edu

Under the Illinois Freedom of Information Act (FOIA), any written communication to or from University employees regarding University business is a public record and may be subject to public disclosure.

From: Palmer, Beverly
Sent: Thursday, July 24, 2014 4:02 PM
To: Miller, Sherry L
Subject: EPS 412 class (fall 14')

Hi Sherry,

I will make the change to an 8 week course and change the time to 4-6 PM. Since the course is for both on-campus and online what should be the Schedule Type? Also I will

notify the students asking them to drop and reregister for the course. Thanks.

Beverly

From: Burbules, Nicholas C
Sent: Thursday, July 24, 2014 3:46 PM
To: Palmer, Beverly; Mayo, Cris Susan; Ketchum, Laura A
Cc: Burbules, Nicholas C
Subject: Re: EPS 412 class (fall 14')

Yes, it is 8 weeks for both groups. I guess the listing should also be changed from 4-7 to 4-6. Students (on-campus or online) will do much of the course work asynchronously.

Thanks Beverly.

Nick

From: <Palmer>, Beverly <bjjack@illinois.edu>
Date: Thursday, July 24, 2014 at 3:29 PM
To: Burbules <burbules@illinois.edu>
Subject: EPS 412 class (fall 14')

Hi Nick,

Your EPS 412 course (CRN 63178) is currently listed as an on-campus section for 16 weeks. Or should I create a new on-line section for 8 weeks? Thanks.

Beverly

From: Ketchum, Laura A
Sent: Thursday, July 24, 2014 2:36 PM
To: Palmer, Beverly
Cc: Pfoff, Jena Marie
Subject: FW: 412 class

FYI

Laura Ketchum
Dept of Education Policy, Organization & Leadership
College of Education
University of Illinois
349 Education Bldg, MC-708
1310 S. Sixth Street
Champaign, IL 61820
217-333-2155 phone
217-244-5632 fax

ketchum@illinois.edu

From: Burbules, Nicholas C
Sent: Thursday, July 24, 2014 2:15 PM
To: Mayo, Cris Susan
Cc: Burbules, Nicholas C; Ketchum, Laura A
Subject: 412 class

Hi Cris,

So, this is to make it official. I will be teaching 412 in an 8-week, dual mode format.

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Nick

From: [Burbules, Nicholas C](#)
To: [Kuehn, Melanie](#)
Cc: [Burbules, Nicholas C](#)
Subject: FW: EPS 412 class (fall 14")
Date: Tuesday, June 09, 2015 11:26:13 AM

From: <Burbules>, Burbules <burbules@illinois.edu>
Date: Thursday, July 24, 2014 at 7:23 PM
To: Cris Mayo <cmayo@illinois.edu>, "Palmer, Beverly" <bjjack@illinois.edu>, Laura Ketchum <ketchum@illinois.edu>
Cc: Burbules <burbules@illinois.edu>
Subject: Re: EPS 412 class (fall 14')

I don't see how we can change the time without losing already enrolled students.

I am willing to cut the live class time from 4-7 to 4-6. A lot of the class will be done asynchronously now anyway.

Nick

From: <Mayo>, Cris Mayo <cmayo@illinois.edu>
Date: Thursday, July 24, 2014 at 6:25 PM
To: Burbules <burbules@illinois.edu>, "Palmer, Beverly" <bjjack@illinois.edu>, Laura Ketchum <ketchum@illinois.edu>
Subject: RE: EPS 412 class (fall 14')

Hi all,

Because online classes are generally from 6-8 or 7-9, I'm concerned that rather than taking the last hours of the class as already scheduled, you might wind up missing out on those students.

Best,
Cris

Cris Mayo
Director of Online Learning
College of Education
Assoc. Head and Prof.
Dept. of Education Policy, Organization and Leadership
University of Illinois at Urbana-Champaign
1310 S. Sixth St.
Champaign, IL 61820

President, American Educational Studies Association
Faculty Advisor, Diversity and Equity in Education Master's Degree

From: Burbules, Nicholas C
Sent: Thursday, July 24, 2014 3:45 PM
To: Palmer, Beverly; Mayo, Cris Susan; Ketchum, Laura A
Cc: Burbules, Nicholas C
Subject: Re: EPS 412 class (fall 14')

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Subject: EPS 412 class (fall 14')

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Sent: Thursday, July 24, 2014 2:36 PM
To: Palmer, Beverly
Cc: Pfoff, Jena Marie
Subject: FW: 412 class

FYI

Laura Ketchum
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From: Burbules, Nicholas C
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After it's done, I'll be happy to share some reactions and thoughts about this modality and what works.

Nick

From: [Burbules, Nicholas C](#)
To: [Kuehn, Melanie](#)
Cc: [Burbules, Nicholas C](#)
Subject: FW: 412 class
Date: Tuesday, June 09, 2015 11:26:07 AM

From: <Burbules>, Burbules <burbules@illinois.edu>
Date: Thursday, July 24, 2014 at 7:21 PM
To: Cris Mayo <cmayo@illinois.edu>
Cc: Laura Ketchum <ketchum@illinois.edu>, Burbules <burbules@illinois.edu>
Subject: Re: 412 class

Hi Cris,

I'm with you!

But about half the students in this class are registered for only 2 hrs.

Nick

From: <Mayo>, Cris Mayo <cmayo@illinois.edu>
Date: Thursday, July 24, 2014 at 6:26 PM
To: Burbules <burbules@illinois.edu>
Cc: Laura Ketchum <ketchum@illinois.edu>
Subject: RE: 412 class

We don't have 2 hour foundations courses anymore.

Cris Mayo
Director of Online Learning
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Faculty Advisor, Diversity and Equity in Education Master's Degree

From: Burbules, Nicholas C
Sent: Thursday, July 24, 2014 3:25 PM
To: Burbules, Nicholas C; Mayo, Cris Susan
Cc: Ketchum, Laura A; Burbules, Nicholas C
Subject: Re: 412 class

Typo corrected

Fall 2014
EPS 412 Critical Thinking in Education (2/4hrs)
Instructor: Nicholas C. Burbules

This course starts with the question, "What is critical thinking?" We will review some of the major views on critical thinking and its role as an educational aim.

Next, we will move on to how to teach critical thinking, its relationship to developmental issues, and its relationship to various subject matters. Is, for example, there a generic model of "critical thinking" that we can promote, or does critical thinking only exist in relation to particular subject matters (critical thinking about history, or about science, etc).

Finally, we will consider wider social and psychological influences that might constitute barriers to the teaching of critical thinking. For example, what special challenges does the Internet pose for developing critical thinking skills and dispositions?

Everything in this class is discussed in relation to education. It does not assume a previous background in philosophy.

This class is available for online enrollment. It also satisfies the M.Ed foundations requirement.

From: <Mayo>, Cris Mayo <cmayo@illinois.edu>
Date: Thursday, July 24, 2014 at 3:13 PM
To: Burbules <burbules@illinois.edu>
Cc: Laura Ketchum <ketchum@illinois.edu>
Subject: RE: 412 class

Great, awesome news--can you please change the time of the course to start later and be 2 hours? None of the online courses are three hours long.

Can you please send Jeanette a course description and she can publicize it as an opportunity for those needing a social foundations alternative course off our usual summer cycle.

Best,
Cris

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From: Burbules, Nicholas C
Sent: Thursday, July 24, 2014 2:14 PM
To: Mayo, Cris Susan
Cc: Burbules, Nicholas C; Ketchum, Laura A
Subject: 412 class

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Nick

From: [Burbules, Nicholas C](#)
To: [Kuehn, Melanie](#)
Cc: [Burbules, Nicholas C](#)
Subject: FW: EPS 412 class (fall 14")
Date: Tuesday, June 09, 2015 11:26:02 AM

From: <Burbules>, Burbules <burbules@illinois.edu>
Date: Thursday, July 24, 2014 at 7:19 PM
To: "Palmer, Beverly" <bjjack@illinois.edu>, "Miller, Sherry L" <sherrytype@illinois.edu>
Cc: Laura Ketchum <ketchum@illinois.edu>, "Pfoff, Jena Marie" <jrooseve@illinois.edu>, Burbules <burbules@illinois.edu>, Cris Mayo <cmayo@illinois.edu>
Subject: Re: EPS 412 class (fall 14')

Let me clarify. The students in the class currently will take exactly the same class, in a regular classroom. It is changing from 16 to 8 weeks, but the content will be the same.

I don't want them to think they are being switched into an online class. For them, the class isn't basically any different from what I would have taught anyway.

Nick

From: Miller, Sherry L
Sent: Thursday, July 24, 2014 4:19 PM
To: Palmer, Beverly
Subject: RE: EPS 412 class (fall 14')

Forgot to mention, the students should not have to drop but need to be informed that it is changing to an 8 week section with an online component instead of the full term so they have the option to drop if they do not want to take it in that format.

Sherry

Sherry Miller
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901 W. Illinois, Suite 140
Urbana, IL 61801-3446
217-244-4058
sherrytype@illinois.edu

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From: Burbules, Nicholas C
Sent: Thursday, July 24, 2014 3:46 PM
To: Palmer, Beverly; Mayo, Cris Susan; Ketchum, Laura A
Cc: Burbules, Nicholas C
Subject: Re: EPS 412 class (fall 14')

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From: <Palmer>, Beverly <bjjack@illinois.edu>
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From: Ketchum, Laura A
Sent: Thursday, July 24, 2014 2:36 PM
To: Palmer, Beverly
Cc: Pfoff, Jena Marie
Subject: FW: 412 class

FYI

Laura Ketchum
Dept of Education Policy, Organization & Leadership
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From: [Burbules, Nicholas C](#)
To: [Kuehn, Melanie](#)
Cc: [Burbules, Nicholas C](#)
Subject: FW: 412 class
Date: Tuesday, June 09, 2015 11:25:45 AM

From: <Burbules>, Burbules <burbules@illinois.edu>
Date: Thursday, July 24, 2014 at 3:23 PM
To: Cris Mayo <cmayo@illinois.edu>
Cc: Laura Ketchum <ketchum@illinois.edu>, Burbules <burbules@illinois.edu>
Subject: Re: 412 class

Thanks Cris.

1. If I reduce the length of the synchronous session, I will have to add more asynchronous work. I rarely keep a class in session for three full hours anyway. Do I really have to officially change this?

2. Here is a description

Fall 2014
EPS 412 Critical Thinking in Education (2/4hrs)
Instructor: Nicholas C. Burbules

This course starts with the question, "What is critical thinking?" We will review some of the major views on critical thinking and its role as an educational aim.

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Date: Thursday, July 24, 2014 at 3:13 PM
To: Burbules <burbules@illinois.edu>
Cc: Laura Ketchum <ketchum@illinois.edu>
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From: Burbules, Nicholas C
Sent: Thursday, July 24, 2014 2:14 PM
To: Mayo, Cris Susan
Cc: Burbules, Nicholas C; Ketchum, Laura A
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From: [Burbules, Nicholas C](#)
To: [Kuehn, Melanie](#)
Cc: [Burbules, Nicholas C](#)
Subject: FW: Room 22 for Class
Date: Tuesday, June 09, 2015 11:25:32 AM

From: <Burbules>, Burbules <burbules@illinois.edu>
Date: Thursday, July 24, 2014 at 2:04 PM
To: Laura Ketchum <ketchum@illinois.edu>
Cc: Burbules <burbules@illinois.edu>
Subject: FW: Room 22 for Class

Hi Laura,

The room for my 412 class has been changed. See below.

Who notifies the enrolled students to tell them about the change?

Nick

From: <Jones>, Sarah N <hendrix2@illinois.edu>
Date: Thursday, July 24, 2014 at 1:35 PM
To: Burbules <burbules@illinois.edu>
Subject: Room 22 for Class

Hi Nick. I just wanted to let you know that we have put you in Room 22 on Tuesday nights from 4-7 for the first 8 weeks of the fall semester. Tammy has put a hold on the room for that time, but you will need to talk to you department about getting it changed in time table. I also set your Moodle courses up. Let me know if you need any assistance with them.

Thanks!

Sarah

Sarah Jones
Learning Technologies Specialist
College of Education – University of Illinois

From: [Burbules, Nicholas C](#)
To: [Kuehn, Melanie](#)
Cc: [Burbules, Nicholas C](#)
Subject: FW: Room 22 for Class
Date: Tuesday, June 09, 2015 11:25:26 AM

From: <Burbules>, Burbules <burbules@illinois.edu>
Date: Thursday, July 24, 2014 at 1:37 PM
To: "Jones, Sarah N" <hendrix2@illinois.edu>
Cc: Burbules <burbules@illinois.edu>
Subject: Re: Room 22 for Class

Thank you Sarah!

And thanks for setting up the Moodles.

Nick

From: <Jones>, Sarah N <hendrix2@illinois.edu>
Date: Thursday, July 24, 2014 at 1:35 PM
To: Burbules <burbules@illinois.edu>
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Sarah Jones
Learning Technologies Specialist
College of Education – University of Illinois

From: [Burbules, Nicholas C](#)
To: [Kuehn, Melanie](#)
Cc: [Burbules, Nicholas C](#)
Subject: FW: Fall course
Date: Tuesday, June 09, 2015 11:25:11 AM

From: <Burbules>, Burbules <burbules@illinois.edu>
Date: Tuesday, July 22, 2014 at 8:14 PM
To: "Jones, Sarah N" <hendrix2@illinois.edu>, "Williams, Michael T" <mtwillia@illinois.edu>
Cc: Burbules <burbules@illinois.edu>
Subject: Fall course

Hi Sarah, Mike,

Cris has asked me to consider converting my online class (412) to a dual mode class that can enroll online students too.

I said I would look into doing it — I have taught a course like that before — and I have some ideas about how to do it.

Can we meet in the next few days to discuss these ideas – you may have additional ideas — and to review the kinds of tech support and assistance I would need to put it together?

Nick

From: [Burbules, Nicholas C](#)
To: [Kuehn, Melanie](#)
Cc: [Burbules, Nicholas C](#)
Subject: FW: option for EPS 412?
Date: Tuesday, June 09, 2015 11:25:06 AM

From: <Burbules>, Burbules <burbules@illinois.edu>
Date: Tuesday, July 22, 2014 at 10:41 AM
To: Cris Mayo <cmayo@illinois.edu>, "Pfoff, Jena Marie" <jrooseve@illinois.edu>
Cc: Burbules <burbules@illinois.edu>
Subject: Re: option for EPS 412?

From: <Mayo>, Cris Mayo <cmayo@illinois.edu>
Date: Monday, July 21, 2014 at 4:18 PM
To: Burbules <burbules@illinois.edu>
Subject: RE: option for EPS 412?

Hi Nick,

Thanks Cris,

I'd check with Jena to see if there's a way to do the class in a tech classroom. My quick guess would be not but best to check with her.

Couldn't someone trade who doesn't need a tech classroom? DKH isn't on the other side of the moon.

I think we're using blended in two different meanings--I just figured you could have online online students and on campus online students--I get that you're aiming at having a face to face component for some students, of course, just not sure it would be possible this quickly.

Do we have consultants or tech support for course development any more?

If the course doesn't make, will it be cancelled?

Nick

Best,
Cris

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President, American Educational Studies Association
Faculty Advisor, Diversity and Equity in Education Master's Degree

From: Burbules, Nicholas C
Sent: Monday, July 21, 2014 3:40 PM
To: Mayo, Cris Susan
Cc: Burbules, Nicholas C
Subject: Re: option for EPS 412?

From: <Mayo>, Cris Mayo <cmayo@illinois.edu>
Date: Monday, July 21, 2014 at 9:48 AM
To: Burbules <burbules@illinois.edu>
Subject: RE: option for EPS 412?

GSLIS is [REDACTED]
[REDACTED] The larger context for making strategies is significantly hampered by a state context in which recision is the norm now. It will, [REDACTED]

As you know, [REDACTED]. But I have learned that college budgets can be made to [REDACTED]
[REDACTED]

We're also in double binds--if we have too many doc students, we get dinged for growing expensive parts of our programs; when we cut the number of doc students, we get denied position requests because we don't have enough students.

Yes. This is exactly why we need a [REDACTED]
[REDACTED]

So far, we've had high student satisfaction because of the kind of one on one attention they get--but trying to [REDACTED] they don't feel they have capacity to step up [REDACTED]
[REDACTED]

Hmmm ... [REDACTED]

Okay, back to 412. I am willing to revise it into an 8 week dual mode version. But I need three things for sure, and hopefully a fourth.

(1) I need to make a series of 8-10 minute videos, some done before the class, some I can add once the class starts.

(2)) I need help with creating the Moodle – I can put together the syllabus and content in the next couple of weeks. The course would also need a videoconferencing app. What are we using now?

(3) I need to be moved to a tech-enabled classroom (camera, audio pickup, projector), not DKH, where I am now.

(4) it would be pretty desirable to have a TA, since part of the class dynamic is

actively engaging the online students while I am talking etc.

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From: Burbules, Nicholas C
Sent: Monday, July 21, 2014 8:39 AM
To: Mayo, Cris Susan
Cc: Burbules, Nicholas C
Subject: Re: option for EPS 412?

Thanks again,

What this tells me is that [REDACTED] GSLIS, as you know, seems to be able to generate more revenue and allocate it strategically. We seem to have made a decision to use these revenues to plug other gaps in our budget – when we should be [REDACTED]

To me, it's like [REDACTED]

From what you say, [REDACTED] I know the campus has been raising concerns about this for years.

It's not this simple, but let's oversimplify: when you have a budget footprint of expenses, and you have a revenue stream that can be projected over a period of years, your budget footprint better [REDACTED] From what you say, we are [REDACTED]

It's [REDACTED]

If we don't [REDACTED] I [REDACTED]

And I agree with you especially that we need [REDACTED]

Nick

From: <Mayo>, Cris Mayo <cmayo@illinois.edu>

Date: Monday, July 21, 2014 at 8:12 AM

To: Burbules <burbules@illinois.edu>

Subject: RE: option for EPS 412?

Having seen the budget in detail, I can safely say that incentivization of online is the continuation of doctoral studies, at least until things pick up. There's a very slight uptick this year but costs are going up too and in general, online degrees are slowing by 20%.

The online course schedule is set for the next three years so no messing about with when foundations are taught--close to 300 students find the schedule workable and while I agree that [REDACTED], the few students who take them off cycle are fine doing it independently. They've been students who both want to finish as soon as possible but don't want to take classes all the time--it really is unusual (understandable, though--the two I know of now both run study abroad tours during the summer).

I'm not sure how to [REDACTED] or [REDACTED] but I think without having some notion of the [REDACTED] we're not all admitting the extent of our responsibilities. I don't mean to [REDACTED] but just to try to balance some of what we do with a concern for whether it is [REDACTED]. Speaking of budgets, a team taught doc course costs 44K and a large online course brings in over 150K. Obviously the point is not to maximize the revenue of every course but I have to admit how utterly surprised I have been to [REDACTED]. Again, I [REDACTED]

Best,
Cris

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From: Burbules, Nicholas C
Sent: Monday, July 21, 2014 7:48 AM
To: Mayo, Cris Susan
Cc: Burbules, Nicholas C
Subject: Re: option for EPS 412?

From: <Mayo>, Cris Mayo <cmayo@illinois.edu>
Date: Sunday, July 20, 2014 at 6:38 PM
To: Burbules <burbules@illinois.edu>
Subject: RE: option for EPS 412?

We all agreed to have 3 core courses but some degrees list more than that. We keep agreeing and then not agreeing.

Thanks Cris,

Yes, I've seen that before!

My own view is that as long as we have a structure of shared electives, a bit of variation isn't a big issue. For [REDACTED], we just can't carry more than 3 or 4 classes, even if we wanted to. If we go to 4 we can include 529, which I would like to do.

[REDACTED] will be one eventually but the even the way they've combined it, it still functions with 3 strands.

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This is not my decision, and I know [REDACTED] but this is not the [REDACTED] and if [REDACTED]

I do think it's something to consider going into the future--there is no reason that a fair number of our "on campus" foundations courses can't be taught online in an 8 week format. It wouldn't hurt the on campus students and it would certainly help to provide a bit more variation to the online ones.

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If we are blending courses/students we need to [REDACTED] We need to [REDACTED]
[REDACTED] We need to [REDACTED] This
is especially important for [REDACTED] since we have [REDACTED] for grad
students.

Nick

Cris Mayo
Director of Online Learning
College of Education
Assoc. Head and Prof.
Dept. of Education Policy, Organization and Leadership
University of Illinois at Urbana-Champaign
1310 S. Sixth St.
Champaign, IL 61820

President, American Educational Studies Association
Faculty Advisor, Diversity and Equity in Education Master's Degree

From: Burbules, Nicholas C
Sent: Sunday, July 20, 2014 7:56 AM
To: Mayo, Cris Susan
Cc: Burbules, Nicholas C
Subject: Re: option for EPS 412?

From: <Mayo>, Cris Mayo <cmayo@illinois.edu>
Date: Saturday, July 19, 2014 at 9:50 AM
To: Burbules <burbules@illinois.edu>
Subject: RE: option for EPS 412?

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By the way, I have been away from things, but is this accurate?

<http://education.illinois.edu/online-offcampus/ldl/m>

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solve some of the problems of courses not making.

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Plus, with enough enrollment (25) courses get TAs (who are also trained as first level tech support--the CA positions are gone now) so all the more incentive since it helps aid phil of ed students.

That would be great. So two questions: (a) I would still need some support (including video) in putting the course together, especially given the short time frame. (b) Do you have a sense of demand for another foundations course? Would we pick up enough to hit 25? This is a major incentive for doing it.

Ok, that's pretty much my sales pitch but the other issue is that [REDACTED] masters degrees are fairly scarce so this would be highly marketable, I would think.

I think both could be great. (And also, MOOC potential for a course in each area.) The teacher ed component in Coursera is pretty thin.

Best,
Cris

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From: Burbules, Nicholas C
Sent: Saturday, July 19, 2014 7:31 AM
To: Mayo, Cris Susan
Cc: Burbules, Nicholas C
Subject: Re: option for EPS 412?

From: <Mayo>, Cris Mayo <cmayo@illinois.edu>
Date: Friday, July 18, 2014 at 9:41 PM
To: Burbules <burbules@illinois.edu>
Subject: option for EPS 412?

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Thanks Cris,

Maybe. This solves a couple of problems, but I hadn't been planning this as an online or blended course.

I could try having the online students across programs getting publicity about EPS 412 as another option for completing their social foundations requirement, if you're interested.

I think we do need to make courses during the school year available for the foundations requirement, and this course is actually a good candidate for that.

Just a thought, not fully a plan yet but I would like to know what you think. In the next year we're going to try to do more blending between f2f masters courses and online courses--we already do this to a certain extent but it's part of long term planning to create more efficiency/synergy/insert-business-word-here between online and f2f.

I have taught a "dual mode" class before, and I have some experience in making that work. I would need a classroom with technology access, however. (I'm over in DKH now.)

I would also need some help with making a set of videos, and some student assistance during the course. Let's meet this week and discuss this – there's still time to change it over.

Plus, I do think it might be time to consider [REDACTED] or something like that--it would be very, very good to have an [REDACTED]

Chris H and I were just discussing this a week or so ago. We're thinking that a [REDACTED] would be a good option. I think we could have something ready to start by Fall 15. Let's discuss that too!

Nick

Best,
Cris

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From: [Burbules, Nicholas C](#)
To: [Kuehn, Melanie](#)
Cc: [Burbules, Nicholas C](#)
Subject: FW: option for EPS 412?
Date: Tuesday, June 09, 2015 11:24:56 AM

From: <Burbules>, Burbules <burbules@illinois.edu>
Date: Monday, July 21, 2014 at 6:27 PM
To: Cris Mayo <cmayo@illinois.edu>
Cc: Burbules <burbules@illinois.edu>
Subject: Re: option for EPS 412?

Thanks again, Cris.

I don't see a way to just have the regular course content be available to online students. I plan to do a lot in the classroom that online students should have access to, even if everything else for them is asynchronous.

Nick

From: <Mayo>, Cris Mayo <cmayo@illinois.edu>
Date: Monday, July 21, 2014 at 4:18 PM
To: Burbules <burbules@illinois.edu>
Subject: RE: option for EPS 412?

Hi Nick,

I'd check with Jena to see if there's a way to do the class in a tech classroom. My quick guess would be not but best to check with her. I think we're using blended in two different meanings--I just figured you could have online online students and on campus online students--I get that you're aiming at having a face to face component for some students, of course, just not sure it would be possible this quickly.

Best,
Cris

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President, American Educational Studies Association
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From: Burbules, Nicholas C
Sent: Monday, July 21, 2014 3:40 PM
To: Mayo, Cris Susan
Cc: Burbules, Nicholas C
Subject: Re: option for EPS 412?

From: <Mayo>, Cris Mayo <cmayo@illinois.edu>

Date: Monday, July 21, 2014 at 9:48 AM

To: Burbules <burbules@illinois.edu>

Subject: RE: option for EPS 412?

GSLIS is [REDACTED]

[REDACTED] The larger context for making strategies is significantly hampered by a state context in which recession is the norm now. It will, [REDACTED]

As you know, [REDACTED] But I have learned that college budgets can be made to [REDACTED]

We're also in double binds--if we have too many doc students, we get dinged for growing expensive parts of our programs; when we cut the number of doc students, we get denied position requests because we don't have enough students.

Yes. This is exactly why we need a [REDACTED]

So far, we've had high student satisfaction because of the kind of one on one attention they get--but trying to [REDACTED] they don't feel they have capacity to step up [REDACTED]

Hmmm ... [REDACTED]

Okay, back to 412. I am willing to revise it into an 8 week dual mode version. But I need three things for sure, and hopefully a fourth.

(1) I need to make a series of 8-10 minute videos, some done before the class, some I can add once the class starts.

(2)) I need help with creating the Moodle – I can put together the syllabus and content in the next couple of weeks. The course would also need a videoconferencing app. What are we using now?

(3) I need to be moved to a tech-enabled classroom (camera, audio pickup, projector), not DKH, where I am now.

(4) it would be pretty desirable to have a TA, since part of the class dynamic is actively engaging the online students while I am talking etc.

Cris Mayo
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From: Burbules, Nicholas C
Sent: Monday, July 21, 2014 8:39 AM
To: Mayo, Cris Susan
Cc: Burbules, Nicholas C
Subject: Re: option for EPS 412?

Thanks again,

What this tells me is that [REDACTED] GSLIS, as you know, seems to be able to generate more revenue and allocate it strategically. We seem to have made a decision to use these revenues to plug other gaps in our budget – when we should be [REDACTED]

To me, it's like [REDACTED]

From what you say, [REDACTED] I know the campus has been raising concerns about this for years.

It's not this simple, but let's oversimplify: when you have a budget footprint of expenses, and you have a revenue stream that can be projected over a period of years, your budget footprint better [REDACTED]. From what you say, we are [REDACTED]

It's [REDACTED]

If we don't [REDACTED] I [REDACTED]

And I agree with you especially that we need [REDACTED]

Nick

From: <Mayo>, Cris Mayo <cmayo@illinois.edu>
Date: Monday, July 21, 2014 at 8:12 AM
To: Burbules <burbules@illinois.edu>
Subject: RE: option for EPS 412?

Having seen the budget in detail, I can safely say that incentivization of online is the continuation of doctoral studies, at least until things pick up. There's a very slight uptick this year but costs are going up too and in general, online degrees are slowing by 20%.

The online course schedule is set for the next three years so no messing about with when foundations

are taught--close to 300 students find the schedule workable and while I agree that [REDACTED], the few students who take them off cycle are fine doing it independently. They've been students who both want to finish as soon as possible but don't want to take classes all the time--it really is unusual (understandable, though--the two I know of now both run study abroad tours during the summer).

I'm not sure how to [REDACTED] or [REDACTED] but I think without having some notion of the [REDACTED] we're not all admitting the extent of our responsibilities. I don't mean to [REDACTED] but just to try to balance some of what we do with a concern for whether it is [REDACTED]. Speaking of budgets, a team taught doc course costs 44K and a large online course brings in over 150K. Obviously the point is not to maximize the revenue of every course but I have to admit how utterly surprised I have been to [REDACTED]. Again, I [REDACTED]

Best,
Cris

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Sent: Monday, July 21, 2014 7:48 AM
To: Mayo, Cris Susan
Cc: Burbules, Nicholas C
Subject: Re: option for EPS 412?

From: <Mayo>, Cris Mayo <cmayo@illinois.edu>
Date: Sunday, July 20, 2014 at 6:38 PM
To: Burbules <burbules@illinois.edu>
Subject: RE: option for EPS 412?

We all agreed to have 3 core courses but some degrees list more than that. We keep agreeing and then not agreeing.

Thanks Cris,

Yes, I've seen that before!

My own view is that as long as we have a structure of shared electives, a bit of variation isn't a big issue. For [REDACTED], we just can't carry more than 3 or 4 classes, even if we wanted to. If we go to 4 we can include 529, which I would like to do.

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From: [Burbules, Nicholas C](#)
To: [Kuehn, Melanie](#)
Cc: [Burbules, Nicholas C](#)
Subject: FW: [REDACTED]
Date: Tuesday, June 09, 2015 11:24:00 AM
Attachments: [REDACTED]

From: <Burbules>, Burbules <burbules@illinois.edu>
Date: Wednesday, July 30, 2014 at 2:36 PM
To: Laura Ketchum <ketchum@illinois.edu>
Cc: Burbules <burbules@illinois.edu>
Subject: FW: [REDACTED]

From: <Burbules>, Burbules <burbules@illinois.edu>
Date: Wednesday, July 30, 2014 at 2:13 PM
To: [REDACTED]
Cc: Burbules <burbules@illinois.edu>
Subject: FW: [REDACTED]

Hi [REDACTED]

Feedback on your [REDACTED] exam. [REDACTED]

[REDACTED]

Nick

Ketchum, Laura A

From: billcope@illinois.edu
Sent: Wednesday, July 30, 2014 10:26 AM
To: Ketchum, Laura A; Lyons, Myranda Joy; Grady, Rebecca J
Subject: [REDACTED] Evaluation Form

These results are for the web form [REDACTED] 'Evaluation Form' that was submitted by William Cope, billcope@illinois.edu on 07/30 10:25 AM.

1. [REDACTED] Evaluation for (Student's Name):
[REDACTED]

2. Student's Department
[REDACTED]

3. Type of Exam
[REDACTED]

4. Please check the box below which best indicates your evaluation of this [REDACTED]
[REDACTED] [REDACTED]

5. Comments and/or Recommendations:
[REDACTED]

6. Reader's Name
Bill Cope

7. Upload any necessary forms here
No file uploaded

Ketchum, Laura A

From: dwhood@illinois.edu
Sent: Wednesday, July 09, 2014 4:19 PM
To: Grady, Evelyn E; Ketchum, Laura A; Lyons, Myranda Joy; Grady, Rebecca J
Subject: [REDACTED] Evaluation Form

These results are for the web form [REDACTED] 'Evaluation Form' that was submitted by Denice Hood, dwhood@illinois.edu on 07/09 04:18 PM.

1. [REDACTED] Evaluation for (Student's Name):
[REDACTED]

2. Student's Department
[REDACTED]

3. Type of Exam
[REDACTED]

4. Please check the box below which best indicates your evaluation of this [REDACTED]
[REDACTED]

5. Comments and/or Recommendations:
[REDACTED]

6. Reader's Name
Denice Hood

7. Upload any necessary forms here
No file uploaded

From: [Burbules, Nicholas C](#)
To: [Kuehn, Melanie](#)
Cc: [Burbules, Nicholas C](#)
Subject: FW [REDACTED]
Date: Tuesday, June 09, 2015 11:23:44 AM

From: <Burbules>, Burbules <burbules@illinois.edu>
Date: Wednesday, July 30, 2014 at 1:59 PM
To: Laura Ketchum <ketchum@illinois.edu>
Cc: Burbules <burbules@illinois.edu>
Subject: Re: [REDACTED]

Have these been sent to him? [REDACTED]
[REDACTED]

Nick

From: <Ketchum>, Laura Ketchum <ketchum@illinois.edu>
Date: Wednesday, July 30, 2014 at 10:39 AM
To: Burbules <burbules@illinois.edu>
Subject: [REDACTED]

Nick,

[REDACTED] Do you want me to

[REDACTED] Attached are the comments from Drs. Hood & Cope.

Laura Ketchum
Dept of Education Policy, Organization & Leadership
College of Education
University of Illinois
349 Education Bldg, MC-708
1310 S. Sixth Street
Champaign, IL 61820
217-333-2155 phone
217-244-5632 fax
ketchum@illinois.edu

From: [Burbules, Nicholas C](#)
To: [Kuehn, Melanie](#)
Cc: [Burbules, Nicholas C](#)
Subject: FW: [REDACTED]
Date: Tuesday, June 09, 2015 11:23:39 AM
Attachments: [Vita latest date short copy.doc](#)

From: <Burbules>, Burbules <burbules@illinois.edu>
Date: Monday, July 28, 2014 at 4:16 PM
To: Laura Ketchum <ketchum@illinois.edu>
Cc: Burbules <burbules@illinois.edu>
Subject: FW: [REDACTED]

Feinberg CV attached, Working on getting Lamers.

Thanks!

From: [REDACTED]
Date: Thursday, July 24, 2014 at 8:13 AM
To: Burbules <burbules@illinois.edu>
Subject: RE: [REDACTED]

Hi Nick,

I just asked for their CVs.

Here are the justifications:

Walter Feinberg: [REDACTED]
[REDACTED]

Nicole Lamers: [REDACTED]
[REDACTED]

- [REDACTED]

From: <Ketchum>, Laura Ketchum <ketchum@illinois.edu>
Date: Wednesday, July 23, 2014 at 4:51 PM
To: Burbules <burbules@illinois.edu>
Subject: RE: [REDACTED]

Nick,

Additionally, I need a short justification and CVs for Nicole Lamers and Walter Feinberg to serve on [REDACTED] preliminary committee. Neither are members of the Grad Faculty.

Laura Ketchum
Dept of Education Policy, Organization & Leadership
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349 Education Bldg, MC-708
1310 S. Sixth Street
Champaign, IL 61820
217-333-2155 phone
217-244-5632 fax
ketchum@illinois.edu

From: Ketchum, Laura A
Sent: Thursday, July 17, 2014 3:58 PM
To: Burbules, Nicholas C
Subject: RE: [REDACTED]

He said it was. I just need your approval now as the chair.

Laura Ketchum
Dept of Education Policy, Organization & Leadership
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From: Burbules, Nicholas C
Sent: Thursday, July 17, 2014 3:55 PM
To: Ketchum, Laura A
Cc: Burbules, Nicholas C
Subject: Re: [REDACTED]

It's accurate as far as I know. Let me ask him.

Nick

From: <Ketchum>, Laura Ketchum <ketchum@illinois.edu>
Date: Monday, July 14, 2014 at 3:01 PM
To: Burbules <burbules@illinois.edu>
Subject: [REDACTED]

Nick,

Heather had left prelim committee information for [REDACTED] for August 26, 2014. Do

you know if this is still accurate? If so, I'll request the committee with the Graduate College.

Burbules: chair and Director of Dissertation.

Feinberg

Dhillon

Lamers

Parson

Laura Ketchum

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WALTER FEINBERG
 Charles Dunn Hardie Professor, Emeritus, Educational Policy and
 Philosophy of Education
 The University of Illinois
 Champaign-Urbana

PERSONAL INFORMATION



e.mail: wfeinber@illinois.edu

EDUCATION

Ph.D. Boston University Philosophy (specialization: social and
 educational philosophy)

AWARDS, HONORS, Special Leactures

Keynote, Religious Education Association Conference, November 2013
 forthcoming
 Keynote, Open Society International Conference "Education and Democracy"
 2012
 Keynote, Critical Questions in Education Conference, Springfield, MO
 John Dewey Lecture, DEwey SIG, AERA 2012
 Keynote, Educational Research Week, Vestfold University, Norway, 2011.
 John Marcus O'Sullivan Memoriali Lecture, Conferance on Education and
 Religion Ireland 2011
 Literary prize of 2009, Literary Catalonia, in collaboration with
 Fondazione Etruria and Foundation Europa Cultural(awarded with other
 authors)
 Spencer Foundation, Faculty Fellow, 2007-2008
 Appointed Co-Founder of Fudan University Institute of Philosophy of
 Education, Fall 2006
 John Dewey Lecture, Dewey Society, American Educational Research
 Association, 2006
 Freeman Butts Lecture, American Educational Studies Association 2005
 Appointed Charles D. Hardie Professor, Philosophy of Education, 2005
 Invitational Two Day Conference devoted to Feinberg's Work on Religious
 Education, Cambridge University, 2004
Education and Democratic Theory, American Educational Studies
 Association, Critics Choice Selection, 2001
Common Schools/Uncommon Identities, American Educational Studies
 Association, Critics Choice Selections, 2000
 Visiting Lecturer, University of Ulster, March-April, 1999
 Distinguished Fulbright Scholar, Iceland Institute of Education, Sept.
 1998

Associate, Center for Advanced Study, University of Illinois, 1989-90, and 1998-1999.

Spencer National Mentor, 1996-1997

Benton Scholar, University of Chicago, 1995-1996

University of Illinois, College of Education Senior Scholar, Selected, 1989

University of Illinois Bureau of Educational Research from September, 1977-August, 1980, September, 1986-August, 1989, 2001-2002 (deferred)

Visiting Research Professor, Nanzan University, Japan, September, 1987.

Fellow, Academy of Korean Studies, August-September 1985.

Research Associate, Center for Study of Philosophy and History of Science, Boston University, Spring, 1981.

Reason and Rhetoric selected by Choice (Journal of the Association of College and Research Libraries) as one of the outstanding books published in Education in 1975.

University of Illinois Faculty Fellow, Summer, 1969.

FACULTY POSITIONS

Professor, of Philosophy of Education, Department of Educational Policy Studies, University of Illinois, 1967-2007

RESEARCH PROGRAM

I believe that many of the conflicts over the role of education have their roots in differing conceptions of the rights of the individual and the group in democratic citizenship. My research is intended to enable educators, policy makers and the public to understand the source of these conflicts and to provide the philosophical tools to help address them in productive ways. I aim to help educators and the public reflect upon, clarify, and enrich the goals of citizenship education taking into account the concerns of cultural, religious and other groups and the increasingly globalized context in which modern citizens work and live.

My recent research has two major thrusts. The first shows how the basic ideas of philosophical liberalism, as first articulated by Locke and carried over to the United States by the Founding Fathers, are evolving to address educational consideration based on group as well as individual differences. I explore the roots of philosophical liberalism and show how considerations of race, class, religion, gender and sexual identity can be consistent with the liberal educational ideal of promoting individual growth and autonomy. I have addressed these concerns in three books: *On Higher Ground* focuses on race and gender and addresses the question whether these deserve special educational status; *Common Schools/Uncommon Identities* focuses on cultural differences and the question whether schools in liberal democratic societies can legitimately aid cultural groups in reproducing their own particularistic cultural identity; *For Goodness Sake* focuses on religion

and explores the extent to which religiously homogeneous schools can serve the values of a liberal pluralistic society.

The second thrust involves developing an educational foundation that takes account of these considerations in order to provide a social environment where people of different cultural, racial and religious backgrounds can live together and flourish. In the book *Education and Democratic theory* my colleague and I studied the efforts of a racially mixed group of parents, community members, and teachers to address issues of inequity and stimulate dialogue across communities of difference. We then showed the factors that facilitate and hinder democratic deliberation across racial and class boundaries. In my contribution to the introduction of the edited volume, *Citizenship and Education in Liberal-Democratic Societies*, I approached the issue of communication across group boundaries and argued that competing philosophies of liberalism and democracy are at stake in the debates about education and the place of culture in democracy. Here I advanced the concept "affiliational liberalism" to express an emerging educational norm, one that addresses the significance of group affiliation for individual development, growth, and autonomy. This norm is further developed in my AESA Butts Lecture where I critiqued the claims of cultural incommensurability and showed just how intercultural communication is always possible but always incomplete.

In two works, *For Goodness Sake* and "The Dialectic of Parental Rights and Social Obligation" I ask how competing educational interests can be addressed. Specifically I focused on the public's interest in social justice and equity, the child's interest in an open future and autonomy, and the parents' interest in advancing their own children's life chances and shaping their religious beliefs. I show how these interests influence debates about school choice and suggest ways in which the tensions can be reduced. At the present time I am returning to the roots of public education in thinkers like Aristotle, Rousseau, Jefferson and Dewey to support a vision of public education as having a unique mission to develop and renew a democratic public.

Impact and Future Work

Besides addressing the educational and policy community, I am also working to communicate a certain vision of our field to other philosophers of education. This vision emphasizes the historical role of philosophers in sensing the contradictions of their times and in forging the concepts, justifications, and analytic skills needed to address them in productive and creative ways. In my first Dewey lecture at AERA I illustrated how historical philosophers, such as Plato, Rousseau and Dewey, have anticipated the decline of one set of ideas and seeded the development of another. I proposed that this is still a viable role for philosophy of education to play.

One of the unanticipated results of this lecture and my work on liberalism was an invitation by Fudan University in Shanghai to give the keynote address at an international conference celebrating the change in status of philosophy from a department to a college. Scholars at Fudan share my conception of educational philosophy and believe that it is an indispensable component of future practice and research. As China

glances toward the west, and as bridges are being built from both sides, these scholars want to inform educational research with the ideas and methods of philosophy of education as it has been practiced in the United States and Europe. Given their understanding of the importance of philosophy and their expressed desire to learn more about the contribution of American philosophy of education, the College of Philosophy at Fudan invited me to serve as the co-founder of its new Institute for Philosophy of Education, the first of its kind in China. The Institute is intended to serve the educational research community throughout China, introducing the most prominent young researchers, both empirical and philosophical, to the concerns, methods and issues of Western philosophy of education. Hence, as China explores ways to address its educational concerns it will have access to the work of leading American philosophers and philosophers of education. As Co-founder my role has been to facilitate the development of educationally informed philosophers, and to generate new areas for collaborative work, in areas of education. Possibilities include human rights, gender equality, educational access, democratic educational reform, cross national evaluation, among others. Given that China has a rich philosophical and educational tradition, the Institute aims to provide a laboratory for philosophical dialogue within and across cultural and historical boundaries.

PLANNING, INSTITUTIONAL DEVELOPMENT AND ADMINISTRATION

(Selected List)

Co-Founder Institute of Philosophy of Education, Fudan University, Shanghai China, 2006

Co-Founder Stanford/Illinois Training Institute in Philosophy of Education (2003-2005)

Founding Director, University of Illinois Graduate College Program for Cultural Values and Ethics, 1989-1994

Chair, Urbana Campus Graduate College Area Committee for the Social and Behavioral Sciences, 1983-84 and 1984-1986

Director, Medicine and Society Faculty Seminar, Medical College, 1981-1985

Executive Committee, University of Illinois Graduate College, 1982-1984 and 1984-1986

Member, by-campus Steering Committee, Medical Scholars Program, 1983-1986

Executive Committee, Graduate Program in Interpretive and Critical Theory, School of Humanities, University of Illinois, 1981-1982

Program Chair, American Educational Studies Association, 1977-78

Founder, Alternate Teacher Education Program, 1968

Co-Founder Oakland-Pontiac Tutorial Program-1966

TEACHING RECOGNITION

Daily Illini list of Exceptional Teachers, multiple years

EDITORIAL

Review Board, Theory and Research in Education, 2002-

Review Board, Teachers College Record, Columbia University, 1995-2004

Review Board, The American Journal of Education, The University of Chicago, 1996-

Review Board, American Educational Research Journal, Journal of the American Educational Research Association, 1996-20020

Associate Editor, Educational Theory, The University Of Illinois, 1967 to present

Corresponding Editor, Theory and Society, 1977-1985

Member, Editorial Board, Educational Studies, 1977-80

Chairperson, Editorial Board, Educational Studies, 1978-79

NATIONAL OFFICES (selected list)

John Dewey Society Board Member 2012-

National Society for the Study of Education, Board of Directors 2001-2005

President, Philosophy of Education Society, 1988-89

Executive Council Member (ex officio), American Educational Studies Association, 1977-80; Chair, 1978-79

President, American Educational Studies Association, 1978-79

Program Chairperson and President-Elect. The American Educational Studies Association, 1977-78

Member, Executive Council, Society for the Advancement of American Philosophy,
1972-75

BOOKS AND MONOGRAPHS

Feinberg, W. and Layton, R. (forthcoming) For the Civic Good, Teaching Religion in Public Schools, An Arbor: University of Michigan Press

Feinberg, W and Lubienski, C. (2008) Eds. School Choice Policies and Outcomes: Empirical and Philosophical Perspectives, Albany: SUNY Press

Feinberg, W. For Goodness Sake: Routledge, 2006

McDonough, K. and Feinberg, (2003) W. Ed. Citizenship in Liberal-Democratic Societies: Teaching for Cosmopolitan Values and Collective Identities, Oxford University Press

Field, A. B. and Feinberg, W. (2001) Education and Democratic Theory: Finding a Place for Community Participation in Public School Reform SUNY Press

Feinberg, W. (1998) Common Schools/Uncommon Identities: A Philosophy of Education in a Multicultural Society. Yale University Press

Feinberg, W. (1998) On Higher Ground: Education and the Case for Affirmative Action. Columbia University, Teachers College Press

Feinberg, W. (1993). Japan and the Pursuit of A New American Identity: Work and Education in A Multicultural Age. Routledge

Beyer, L., Feinberg, W., Pagano, J. & Witson, J. (1988). Preparing Teachers as Professionals: The Role of Educational Studies and Other Liberal Disciplines. New York: Columbia University, Teachers College Press

Melhado, E., Feinberg, W. & Swartz, H. (1988). Money, power and health. Ann Arbor, MI: Health Administration Press.

Feinberg, W. & Soltis, J. (1985). School and society. New York: Columbia University, Teacher's College Press (four editions).

Feinberg, W. (1983). Understanding Education: Towards a reconstruction of educational inquiry. New York: Cambridge University Press

Bredo, E., & Feinberg, W. (1982). Knowledge and values in educational research. Philadelphia: Temple University Press

Feinberg, W., & Feinberg, E. (Spring, 1979). The invisible and lost community of work and education. Department of Educational Research, Stockholm Institute of Education (brief monograph and also translated into Swedish)

Feinberg, W. (1978) Equality and social policy (edited Conference Proceedings). Urbana: The University of Illinois Press

Feinberg, W., & Rosemont, H. (Eds.) (1975). Work, technology and education: Dissenting essays in the intellectual foundations of twentieth century education. Urbana: The University of Illinois Press

Feinberg, W. (1975). Reason and rhetoric: The intellectual foundations of twentieth century educational policy. New York: John Wiley Press.

JOURNAL PUBLICATIONS (Selected list)

Feinberg, W. Layton, R. Teaching Bible in Public High Schools: Toward a Conception of Educational Legitimacy, *American Educational Research Journal* (forthcoming)

Feinberg, W. (2012) Critical Pragmatism and the Reconnection of Science and Values in Educational Research, *European Journal of American Philosophy and Pragmatism*

Feinberg, W. (2012) The Idea of Public Education, *Review of Research in Education* 1-22

Feinberg, W. (2008) Culture and The Common School, *British Journal of Philosophy of Education*

Feinberg, W. (2006) Philosophical Ethnography: Or How Philosophy and Ethnography Can Live Together in the World of Educational Research. *Educational Studies in Japan: International Yearbook. Japanese Educational Research Association* 2-11

Feinberg, W. (2006) Migration in Liberal Democracies, *Philosophy of Education*, Urbana: Philosophy of Education Society

Feinberg, W. (2004) Education. In *The Social Science Encyclopedia*, (third edition), Routledge, pp. 284-287

Feinberg, W. (2006) "Back to the Future": Philosophy of Education as an Instrument of Its Time. *Education and Culture*, 22 (2), 7-19.

Feinberg, W. (2004) "For Goodness Sake" Studies in Philosophy and Education, Vol.23, No. 1, Jan, 2004, pp. 1-19

Vojac, C and Feinberg, W. (2004) "Essay Review of William Galston, *Liberal Pluralism: The Implications of Value Pluralism for Political Theory and Practice*", in Theory and Research in Education, Vol. 2, No. 2, pp. 189-193

Feinberg, W.(2003) Essay Review, ". Blum, *I'm Not A Racist But . . .* In Teachers College Record, 195 (1) pp. 36-43

Feinberg, W. (2002) Essay Review of Randall Curren, Aristotle on the Necessity of Public Education, in *School Field*, XIII (1/2, pp. 103-114

- Feinberg, W (2002). Complexities of School reform. In S. Rice (ed.), Philosophy of Education: 2001 (pp 252-255. Urbana, Philosophy of Education Society
- Feinberg, W. (2001) "Choice, Autonomy, Need-definition and Educational Reform", Studies in Philosophy and Education, 20(5) 402-409
- Feinberg, W. and Torres C. (2001) "Democracy and Education: John Dewey and Paulo Freire", Educational Practice and Theory, Vol. 23, No. 1 2001
- Feinberg, W. (2001) "The Complexities of School Reform" Philosophy of Education, Pp.252-254
- Feinberg, W. (August, 2000) "On Public Support for Religious Schools", Teachers College Record, vol. 102, no 4. Pp 841-856
- Feinberg and Odeschoo, "Educational; Theory in the Fifties: The Beginning of a Conversation" (Summer, 2000) Educational Theory, Vol. 50, No. 3, pp. 289-307
- Feinberg, W. (1999) "Review of Callan's *Creating Citizens*" Annals of the Academy of American Political and Social Sciences.
- Feinberg, W. (Spring, 1999) "The Influence of E.D. Hirsch" Rethinking Schools, 22-23.
- Feinberg, W. (1999) "Justice and Affirmative Action: A Response to Howe" Studies in Philosophy and Education, 18: pp 277-285
- Feinberg, W. (Oct. 1998) "Rejoinder: Meaning, Pedagogy and Curriculum Development" Educational Researcher, Vol. 27, No. 7, PP 30-37
- Feinberg, W. (Nov. 1997) "Educational Manifestos and the New Fundamentalism". Essay Review of E.D. Hirsch Jr. the Schools We Need and Why We Don't Have them. Educational Researcher, pp. 27-35
- Feinberg, W. (1996) Affirmative Action and Beyond: "A Defense of Race- and Gender-Based Affirmative Action" T.C. Record, Spring, 362-399
- Feinberg, W. (1996) Essay Review of Rene Arcilla, For the Love of Perfection T.C. Record, Winter
- Feinberg, W. (1995) Review of Amartya Sen, Inequality Reexamined. Journal of Curriculum Studies
- Feinberg, W. (1995) "The Communitarian Challenge to Liberal Social and Educational Theory" Peabody Journal of Education Vol.70 No 4. 34-55

- Feinberg, W. (1995). "Liberalism and the Aims of Multicultural Education" Journal of Philosophy of Education, v. 29, no. 2. 203-217
- Feinberg, W. (1993) "Dewey and Democracy at the Dawn of the Twenty-first Century" (essay review of Robert W. Westbrook, John Dewey and American Democracy) Educational Theory, Vol. 43, No 2, Spring, 1993, 195-216
- Feinberg, W. (1993). " Interpretation and the PostModern Condition: A Response to Clive Beck's Presidential Address", Proceedings, Philosophy of Education Society
- Feinberg, W. (1992) "The Crisis of American Identity," Japanese Journal of Educational Research, Vol. 59, No. 1
- Feinberg, W. (1991) "Response to Schrag: Politicized Curriculum," Proceedings, Philosophy of Education Society, 373-376
- Feinberg, W. (1990). A new role for philosophy of education in intercultural research: Presidential address. Proceedings of the Philosophy of Education Society, 2-19. (Also in T.C. Record, Winter, 1989, 161-176)
- Feinberg, W. (1990). The Public Responsibility of Public Education. Proceedings of the Philosophy of Education Society of Great Britain, 130-144. (Also published in the Journal of Philosophy of Education, Vol. 25, No. 1, 1991, 17-25)
- Feinberg, W. (1988). Alienation and moral agency. Proceedings, International Conference of Philosophy of Education. Pecs, Hungary
- Feinberg, W. (1987, Spring). The Holmes group report and the professionalization of teaching. Teacher's College Record, 88(3), 366-377
- Feinberg, W. (1986, Winter). Fixing the schools. Issues in Education, 3(2), 113-138
- Feinberg, W. (1986, January). Education as a liberal field of study: Keynote Address. Proceedings: South Atlantic Philosophy of Education Society, Appalachian State University, 1-21
- Feinberg, W. (1985). Education. The Social Science Encyclopedia. London: Routledge and Kegan Paul (as a contributor)
- Feinberg, W. (1985). The new American educational reform movement. Research Report, Nagoya University, Japan
- Feinberg, W. (1984). On after virtue. Theory and Society, 13, 249-262

- Feinberg, W. (1982, Winter). [Review of Ideology, culture, and the process of schooling]. Journal of Education, 164(1), 109-113
- Feinberg, W. (1982, Winter). [Review of The dilemma of inquiry and learning]. Educational Theory, 32(1), 45-52
- Feinberg, W. (1981). [Review of Philosophers as educational reformers]. Paedagogica Historica, 21(1), 237-242
- Feinberg, W. (1981, Summer). On a new direction for educational history. [Review of History, Education and Public Policy]. History of Education Quarterly, 223-239.
- Feinberg, W. (1981, March 17). "The Yugoslavia Seven". Christian Science Monitor, 23.
- Feinberg, W. (1980, November). The problem of knowledge in contemporary Marxist thought [Review of Education and Public Policy]. Harvard Educational Review, 50(4), 506-512
- Apple, M., & Feinberg, W. (1980, Winter). On the dangers of deskilling teacher education. Compact, Journal of the Education Commission of the States, 13(4), 14-15, 29
- Feinberg, W. (1979, Winter). Educational studies and the disciplines of educational understanding. Presidential Address, American Educational Studies Association, Journal of Educational Studies, 10, 375-390
- Bredo, E., & Feinberg, W. (1979). Meaning, power, and pedagogy. Journal of Curriculum Studies, 11(4), 315-332
- Feinberg, W. (1979, March). An examination of some political and economic influences on general education. A paper originally read before the Modern Language Association. University College Quarterly, 3-13
- Feinberg, W. (1979, Summer). A critical appraisal of John Dewey. New York University Education Quarterly, 25-26
- Feinberg, W. (1978). Aspects of equality of educational opportunity: Response to LaBrecque. Proceedings of the Philosophy of Education Society, Indianapolis, 204-207
- Feinberg, W. (1978, January). [Review of The liberal theory of justice]. Theory and Society, 5(1), 133-134

- Feinberg, W. (1977, February). Revisionist scholarship and the problem of historical context. Columbia University, Teacher's College Record, 78(3), 311-336
- Feinberg, W. (1975, Winter). On Reading Dewey, History of Education Quarterly, 395-415
- Feinberg, W. (1975, November/December). For whom does the pendulum swing: Some teachers speak out on the question of educational reform with public school teachers. The Illinois Teacher of Home Economics, XIX(2), 106-110
- Feinberg, W. (1975). The indoctrination debate: Or how ordinary can ordinary language philosophy be and still be philosophy. Proceedings of the Philosophy of Education Society, 209-221
- Feinberg, W. (1975). Educational equality under two conflicting models of educational development. Theory and Society: Renewal and Critique in Social Theory, 2, 183-210
- Feinberg, W. (1975, Winter). [Review of Dewey in China]. Philosophy East and West, 25 (3), 365-374
- Feinberg, W. (1974). Behavioral theory and educational policy. Philosophical Forum, 2, 183-210
- Feinberg, W. (1974, Spring/Summer). [Review of The public school movement]. Educational Studies, 5 (12), 40-41
- Feinberg, W. (1973, Fall). Ethics and objectivity, Educational Theory, 294-302
- Feinberg, W. (1973, Spring). Teacher and his materials: A view of accountability from the inside, with public school teachers. The Journal of Elementary Education, 73 (7), 347-353
- Feinberg, W. (1972, May). Progressive education and social planning. Columbia Teachers College Record, 72 (4), 485-505
- Rosemont, H., & Feinberg, W. (1972, January-April). Aesthetes and experts: For whom does the bell toll? Journal of Aesthetic Education, 6 (1-2), 97-123
- Feinberg, W. (1970, Fall). [Review of The irony of early school reform]. Educational Theory, 20(4), 421-425
- Feinberg, W., & Tyack, D. (1969, December). Black people, not student personnel. Columbia, Teacher's College Record, 71 (2), 225-235

- Feinberg, W. (1969, Summer). The conflict between intelligence and community in Dewey's educational philosophy. Educational Theory, 19 (3), 236-248
- Feinberg, W. (1969, April). To defend the humanities. Journal of Aesthetic Education, 3(2), 91-101. (Reprinted in S.Schwartz, (Ed.), Teaching the Humanities. New York: Macmillan, 1970)
- Feinberg, W. (1968, Winter). [Essay review, Education for tragedy.] Educational Theory, 18(1), 87-88
- Feinberg, W. (1968, Spring). Remarks on MacMillan and McClellan's treatment of the means-ends reasoning in teachings. Studies in Philosophy and Education, 6(3), 194-205

CHAPTERS IN BOOKS

- Feinberg, W. (2012) "An Inquiry into the Justification for Full-Time Religious Schools in the Liberal Democratic State", in H. A. Alexander and A. K. Agbaria, (eds.) *Commitment, Character, and Citizenship: Religious Education in Liberal Democracy*, Routledge
- Feinberg, W. (2009) "Teaching Religion in the Public Schools: Dewey's Ideas on Religion and Education" in L. Hickman, et all, *The Continuing Relevance of John Dewey*, Amsterdam: Rodopi, 245-253
- Feinberg, W. (2009/2010) "The Place of Religious Schools in Democratic Societies" in Cardus (ed.) *Labyrinths*, Catalonia Literary Fund, 115-147
- Feinberg, W. "Racism: The Birth of a Concept" (forthcoming) K.Roth (ed.) in *Critical Issues in Education in a Global World*, Springer
- Feinberg, W. & Lubienski, C. (2008) Introduction, In Feinberg, W. and Lubienski, (eds) *Choice*, Albany: SUNY Press
- Feinberg, W. (2008) The Dialectic of Parental Rights and Social Obligation: Constraining Educational Choice, in Feinberg, W & Lubienski, C. *Choice*. Albany, SUNY Press
- Feinberg, W. On the Making of a Social Philosopher of Education, (an invited autobiographical essay) in L. Waks, *Contemporary Philosophers of Education*, Sense Publishers
- Feinberg, W. (2006) A New Beginning for Philosophy of Education: Keynote Address on the Occasion of the fiftieth Anniversary of the Philosophy Department at Fudan University. International Symposium on Philosophy of Education and the Modern World, Philosophy Department, Fudan University, 13-20
- Feinberg W. and McDonough, K. (2003) "Introduction: Liberalism and the Dilemma of Public Education in Multicultural Societies", in

- McDonough, K. and Feinberg, W. eds. Citizenship in Liberal-Democratic Societies: Teaching for Cosmopolitan Values and Collective Identities, Oxford University Press
- Feinberg, W. (2003) "Religious Education in Liberal Democratic Societies: The Question of Accountability and Autonomy", in McDonough, K. and Feinberg, W. eds. Citizenship in Liberal-Democratic Societies: Teaching for Cosmopolitan Values and Collective Identities, Oxford University Press
- Feinberg, W. (2003 "Affirmative Action" in Hugh LaFollette (ed) Oxford Handbook of Practical Ethics, Oxford University Press
- Feinberg, W. (2002) "Methodists and Marxists: Learning to Ask a Philosophical Question" In. Wolfe, M.P. and Pryor, C.R. (eds.) The Mission of the Scholar, Peter Lang
- Feinberg, W. (1997) "Nationalism in a Comparative Mode: A Response to Charles Taylor" in J. McMahan and R. McKim, Nationalism, Oxford University Press
- Feinberg, W. (1995) The Discourse of Philosophy of Education, In Wendy Kohli (ed.), Critical Conversations in Philosophy of Education, NY: Routledge, 24-33
- Feinberg, W. (1990). The moral responsibility of public schools. In John Goodlad et al., (Eds.), The Moral Dimension of Teaching. San Francisco: Jossey Bass, Oxford, pp. 155-187
- Feinberg, W. (1990). Alienation and moral agency. In Schwetzer and Geyer, (Eds.), Alienation Theories and De-Alienation Strategies. Middlesex, England, pp. 197-220
- Feinberg, W., & Langner, S. (1988). The other face of competition: Nursing's struggle for autonomy. In E. M. Melhado, W. Feinberg, & H. M. Swartz, (Eds.), Money, Power and Health Care (pp. 233-263). Ann Arbor, MI: Health Administration Press
- Feinberg, W. (1980). Dewey as a cultural symbol. Proceedings of the National Academy of Education. Cambridge: Harvard University Printing Office
- Feinberg, W. (1978). Introduction. In W. Feinberg (Ed.), Equality and Social Policy, (pp. 1-14). Urbana, IL: University of Illinois Press
- Feinberg, W. (1977). An inquiry into the growth and distribution of medical knowledge. In V. Crockenberg & R. LaBrecque, (Eds.), Culture as Education. Kendall, Hunt
- Feinberg, W. (1977). A critical analysis of the social and economic limits to the humanizing of education. In R.H. Weller (Ed.), Humanistic Education. Berkeley: McCutchan

Feinberg, W. (1976). Some problems with the dominant model of educational development. In M. Haavelstrud (Ed.), Education for Peace. London: PC Science and Technology Press

Feinberg, W., & Rosemont, H. (1975). Training for the welfare state. In W. Feinberg & H. Rosemont (Eds.), Work, Technology and Education (pp. 60-91). Urbana, IL: University of Illinois Press

Feinberg, W., & Rosemont, H. (1975). Introduction. In W. Feinberg & H. Rosemont (Eds.) Work, Technology and Education (pp. 1-14) Urbana, IL: University of Illinois Press

Conference Papers (selected list)

Keynote Speaker, Conference on Education and Globalization, Stockholm University, May, 2008

Invited Kneller Lecture Response to Richard Bernstein, Dewey' Conception of the Public", Philosophy of Education Society, March, 2007

Invited Speaker before The American Philosophical Association, "On the Justification of Full Time Religious Schools" Society for Philosophy of Education, December 2007 meeting

Keynote Speech, Conference on Religion, Character and Education, cosponsored by Cambridge University and the University of Haifa, 2007

Invited keynote International Conference celebrating the Fiftieth Anniversary of the Philosophy Department Fudan University, China, Fall, 2006

Invited Keynote Speaker, New England Philosophy of Education Society, Fall, 2006

John Dewey Lecturer, John Dewey Society, American Educational Research Association meeting, 2006

Invited Respondent to Kneller Lecture on immigration rights by Joseph H. Carens, Philosophy of Education Society Annual Meeting, 2006

Freeman Butts Lecturer, American Educational Studies Association, 2005

Keynote Speaker, British Philosophy of Education Assoc., Oxford 2004

Keynote Address, Korean Conference on Educational reform and Globalization, 2003

Villamain Lecture, "For Goodness Sake:" San Jose State University, 2003

Invited Kneller Respondent, to Richard A. Shweder, "The Idea of Moral Progress", Philosophy of Education Society conference, 2003

On The Question of Public Support to Religious Schools, Harvard Civil Rights Civil Liberties Law Review Liberties Conference on Law and the Market in Educational Reform. March, 1999

Perry Distinguished Lecturer University of Toledo, 1998

Keynote Speaker, Academy of Korean Studies, International Korean Studies Conference, June, 1996

Keynote address. Fiftieth Anniversary Meeting Japanese Educational Studies Association, Tokyo 1991

Keynote speaker, International Network of Philosophers of Education, London, 1990

Invited respondent to Symposium on Walter Feinberg's Common Schools/Uncommon Identities, Philosophy of Education Society of Great Britain, 1999

Educational Reform in the United States, University of Ulster, 1999

Pluralism and Multiculturalism as Educational Ideal University of Ulster, 1999

On the Concept of Self-Development, Philosophy of Education Society of Great Britain, 1999

Distinguished Fullbright Lecturer, Icelandic Institute of Education, Fall, 1998

Invited Keynote Speaker, "Modernization and Respect for Tradition" Academy of Korean Studies, International Korean Studies Conference, 1996, June

Invited Speaker (with Julian Bond) on Affirmative Action, University of Virginia, 1995, Oct

"Nationalism in a Comparative Mode: A Response to Charles Taylor" University of Illinois, conference on Nationalism, 1994, Spring

"An American Identity Crisis". Keynote address. Fiftieth Anniversary Meeting Japanese Educational Studies Association, Tokyo University, 1991, September

The Public Responsibility of Public Education. Invited before The British Philosophy of Education Society, London, 1990, April

Two Models of Liberal Education. Keynote address. International Philosophy of Education Conference, London, 1990, August

Invited Paper on Education and Democracy. Soviet Academy of Pedagogical Studies, 1990, October

Presidential Address, Philosophy of Education Society, "A Role for Philosophy of Education in Intercultural Research"., San Antonio, Texas, 1989

St. Mary's College, Maryland. Invited Sesquicentennial Address, 1989
"Two Moments in The Modern Conception of a Liberal Education"

Keynote Address for Volni Lecture at the Conference on Educational Research, Seattle, "Cherry blossoms in the corn field: Problems in intercultural research", 1987

University of Virginia, invited lecture on Japanese Industry and Education, 1987

Paper presented to the Business faculty, Nanzan University, "Duty, obligation and the American worker". Nagoya, Japan, 1987

Paper presented at Nagoya National University, "Reforming teacher education". Nagoya, Japan

Invited debater, General Session, Philosophy of Educational Society Annual Meeting, on the Role of Philosophy of Education, Spring, 1986

"Planning, inquiring and the modern university". Paper presented at the meeting of the Korean Educational Development Institute and the Academy of Korean Studies, Seoul, Korea, January, 1985

Education as a liberal field of study. Paper presented at Seoul National University. January, 1985

Keynote Address to a meeting of the Southern Atlantic Philosophy of Education Society, Boone, NC, 1985

"The new reform movement in American education". Paper presented at the meeting of the Nagoya University and the Japanese Institute for Democratic Education, Tokyo, Winter, 1984

"Alienation and moral agency". Paper presented to the World Congress of Sociology, Mexico City, August, 1982

Presidential Address, American Educational Studies Association, "Educational studies and the disciplines of Educational Understanding", Cincinnati. 1979

"On the political and economic influences on general education". Paper presented at the Modern Language Association Conference, Chicago, 1977

"IQ tests, intelligence and the distribution of knowledge". Paper presented at the Boston Colloquium for the Philosophy of Science, Boston, 1977

"A critical analysis of the social and economic limits to the humanizing of education". Paper presented at the Phi Delta Kappan Educational Honor Society Invitational Research Conference, Charlottesville, NC, 1976

"Against equality of educational opportunity". Paper presented at the meeting of The Cambridge (England) Philosophy of Education Society, Cambridge, England, 1974

"Dewey in the perspective of modern technological concerns". Paper presented at the meeting of the American Philosophical Association Convention, Eastern Division, before the Society for the Advancement of American Philosophy, Boston. 1973

GRANTS

Spencer Foundation, Faculty Fellow, 2007-2008

Spencer Foundation Major Grant, Study of Courses on Religion in Public Schools, 379,000 2007-2009

Spencer Foundation, Planning grant for Fudan Institute for Philosophy of Education, 2007

Spencer Foundation, Training Grant for Philosophy Faculty at Fudan University, 205,000, 2008-2010

Fudan University and Spencer Foundation Grant to co-ordinate Course on Liberalism for students at Fudan University, December, 2007.

University of Illinois Research Board, grant for study of teaching of religion in public schools, 2006

Hewlett grant, Conference on School Choice, 2006

Spencer Foundation, Conference on School Choice, 2006-2007

University of Illinois Research Board, 2004-2005
\$19,500, Democratic Evaluation,

Spencer Foundation, (subcontractor) Stanford/Illinois Philosophy of Education
Training Grant, 2003-2005 total grant 297,000 (U.I. portion \$135,000)

Spencer Foundation Major Grant 2002-2004 \$297,200

Spencer Foundation, 1999-2000, Co-Principal (conference)
Social Science and Humanities Research Council of Canada, 1999-2000, Co-Principal

Spencer Foundation 1996-1997, (small grant)

Spencer Foundation 1994-1995 (small grant)

University of Illinois, Beckman Special Research, 1993

Hewlett Summer International Research Fund, 1987

Japan-United States Friendship Commission, Summer, 1986

National Institute of Education 1976

References Upon Request

From: [Burbules, Nicholas C](#)
To: [Kuehn, Melanie](#)
Cc: [Burbules, Nicholas C](#)
Subject: FW: U of I Online Applications and Admission Study
Date: Tuesday, June 09, 2015 11:21:51 AM

From: <Burbules>, Burbules <burbules@illinois.edu>

Date: Friday, July 26, 2013 at 12:05 PM

To: "Karpman, Teri" <tkarpman@uillinois.edu>, "Lesht, Faye L" <flesht@illinois.edu>, "Maloney, Cordelia A (UIC)" <Cordelia@uic.edu>, "Marshall, Marilyn" <mmmurphy@uillinois.edu>, "Newman, Laurel V (UIS)" <lnewm1@uis.edu>, "Mortensen, Peter Leslie" <pmortens@uillinois.edu>, "Rott, Susanne (UIC)" <srott@uic.edu>, "Weiner, Saul J (UIC)" <SWeiner@uic.edu>, Ray Schroeder <rschr1@uis.edu>, "Gilles, Timothy" <tgilles@uillinois.edu>
Cc: "Coffey, Leana L" <lcoffey@uillinois.edu>, "Luyando, Oulay" <luyando@uillinois.edu>, "Long, Darla D" <long2@uillinois.edu>, "Kodeski, David J (UIC)" <kodeski@uic.edu>, Burbules <burbules@uillinois.edu>

Subject: Re: U of I Online Applications and Admission Study

Thanks Teri,

I am craving data these days, and it good to see some actual numbers!

Nick

Nicholas C. Burbules
Edward William and Jane Marr Gutgsell Professor
Department of Education Policy, Organization and Leadership
University of Illinois, Urbana-Champaign
1310 South Sixth Street
Champaign, IL 61820

Director, Ubiquitous Learning Institute:
<http://ed.uiuc.edu/uli/>

Education Director, National Center for Professional and Research
Ethics:
<https://www.nationalethicscenter.org/>

Phone: 217-244-0919
Fax: 217-244-7064
Email: burbules@uillinois.edu
Web: <http://www.burbules.net>

From: <Karpman>, Teri <tkarpman@uillinois.edu>
Date: Wednesday, July 24, 2013 2:01 PM

To: Burbules <burbules@uillinois.edu>, "Lesht, Faye L" <flesht@uillinois.edu>, "Karpman, Teri" <tkarpman@uillinois.edu>, "Maloney, Cordelia A (UIC)" <Cordelia@uic.edu>, "Marshall, Marilyn" <mmmurphy@uillinois.edu>, "Newman, Laurel V (UIS)" <lnewm1@uis.edu>, "Mortensen, Peter Leslie" <pmortens@uillinois.edu>, "Rott, Susanne (UIC)" <srott@uic.edu>, "Weiner, Saul J (UIC)" <SWeiner@uic.edu>, Ray Schroeder <rschr1@uis.edu>, "Gilles, Timothy" <tgilles@uillinois.edu>
Cc: "Coffey, Leana L" <lcoffey@uillinois.edu>, "Luyando, Oulay" <luyando@uillinois.edu>, "Long, Darla D" <long2@uillinois.edu>, "Kodeski, David J (UIC)" <kodeski@uic.edu>, "Karpman, Teri" <tkarpman@uillinois.edu>
Subject: U of I Online Applications and Admission Study

Hello All –

We recently completed a study to determine whether visitors attracted to the UI Online website (www.online.uillinois.edu) are actually likely to apply and become students of the University of Illinois. We looked at data for the Fall 2012, Spring 2013, Summer 2013, and Fall 2013 terms. Attached you will find the results of the study. I think you will find this information interesting as an indicator of the effectiveness of the partnering arrangement between UI-Online and campus/college/department program coordinators.

Feel free to share this document with others you think may be interested and let me know of any questions/comments you may have about the study.

Thank you,
Teri

Teri Karpman
University of Illinois Online

From: [Burbules, Nicholas C](#)
To: [Kuehn, Melanie](#)
Cc: [Burbules, Nicholas C](#)
Subject: FW: Just FYI
Date: Tuesday, June 09, 2015 11:20:59 AM

From: <Burbules>, Burbules <burbules@illinois.edu>
Date: Thursday, July 24, 2014 at 9:07 PM
To: Christopher Higgins <crh4@illinois.edu>
Cc: Burbules <burbules@illinois.edu>
Subject: Re: Just FYI

Hi Chris,

I only mention it to you because it is out there. [REDACTED] I know
[REDACTED]

In any event there is no way to pull it back.

I just think that if it echoes out into other contexts, or even [REDACTED] you
should be aware and prepared.

Nick

From: <Higgins>, Christopher Higgins <crh4@illinois.edu>
Date: Thursday, July 24, 2014 at 8:56 PM
To: Burbules <burbules@illinois.edu>
Subject: Re: Just FYI

[REDACTED]

◇◇◇◇◇◇◇◇◇◇

Chris Higgins (<http://education.illinois.edu/fwp/h/crh4>)
Associate Professor and Program Coordinator, Philosophy of Education

Editor, *Educational Theory* (<http://www.ed.uiuc.edu/EPS/Educational-Theory/>)
Department of Education Policy, Organization & Leadership
Unit for Criticism and Interpretive Theory (Affiliate)
Center for Translation Studies (Affiliate)
University of Illinois at Urbana-Champaign

Contact:

email: crh4@illinois.edu

office: 377 Education

campus mail: 377 Education, MC 708

phone: 217.244.9191

mail: 1310 S. 6th St., 377 Education, Champaign, IL 61820

On Jul 24, 2014, at 3:44 PM, Burbules, Nicholas C wrote:

Hi Chris

I heard about a student who said, [REDACTED]
[REDACTED]

Now, I don't know what they know, or think they know, or how they came across this idea, but this isn't [REDACTED].

I just thought you should know that things like this are "out there."

Nick

From: [Burbules, Nicholas C](#)
To: [Kuehn, Melanie](#)
Cc: [Burbules, Nicholas C](#)
Subject: FW: UI medical-school plan gets major overhaul | News-Gazette.com
Date: Tuesday, June 09, 2015 11:20:07 AM

From: <Burbules>, Burbules <burbules@illinois.edu>
Date: Monday, July 28, 2014 at 11:08 AM
To: "Villegas, Jorge (UIS)" <jvill2@uis.edu>
Cc: Joycet Tolliver <joycet@illinois.edu>, Burbules <burbules@illinois.edu>
Subject: Re: UI medical-school plan gets major overhaul | News-Gazette.com

You helped, and that's enough for me.

Joyce, let's submit this to the exec as coming from the three of us.

Nick

From: <Villegas>, Jorge <jvill2@uis.edu>
Date: Monday, July 28, 2014 at 11:05 AM
To: Burbules <burbules@illinois.edu>
Cc: Joycet Tolliver <joycet@illinois.edu>
Subject: RE: UI medical-school plan gets major overhaul | News-Gazette.com

Sorry for taking so long to answer your email. 2,000 miles in a week (train, planes, and automobiles!) were a little bit overwhelming.

I'd be honored to be part of the resolution but I don't really want to take credit for something that I didn't do much so it's really up to you.

I am available this week pretty much every day in the morning to talk. Just let me know when it'd work for you.

Jorge

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College of Business and Management, UHB 4053
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Visit us in Facebook <https://www.facebook.com/UISBBA> & LinkedIn <http://www.tinyurl.com/UISBBALI>



From: Burbules, Nicholas C [<mailto:burbules@illinois.edu>]
Sent: Thursday, July 24, 2014 9:04 PM
To: Villegas, Jorge
Cc: Tolliver, Joyce L; Burbules, Nicholas C
Subject: Re: UI medical-school plan gets major overhaul | News-Gazette.com

From: <Villegas>, Jorge <jvill2@ui.edu>
Date: Thursday, July 24, 2014 at 6:23 PM
To: Burbules <burbules@illinois.edu>
Cc: Joycet Tolliver <joycet@illinois.edu>
Subject: Re: UI medical-school plan gets major overhaul | News-Gazette.com

Greetings from O'Hare! (I'm flying to [REDACTED] to [REDACTED]
[REDACTED])

Many thanks for your willingness to address my concerns. I understand your desire to not [REDACTED]
[REDACTED] and I feel that the majority of members of USC will respond positively to this version.

I fully support this statement.

Thanks for your comments Jorge, they made it better.

Would you like to have it come from the three of us?

Unfortunately the BoT meeting was kind of a letdown. I suspect that the trustees had a major problem in their hands so the executive sessions lasted quite a while and the conversation during the retreat was not exactly lively.

I watched most of the public session. It came across as better than I expected really. Most of the Strategic Plan discussion was substantive and was a good start to that process.

I say "good start."

I also liked your comment!

We talked to Phil and others about the med school. Roy can give you his version of the conversations.

I am very, very interested to get your impressions.

Nick

Regards

Jorge

Jorge Villegas, Ph.D.
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University of Illinois at Springfield
One University Plaza, MS UHB 4054
Springfield, Illinois 62703-5407
(217) 206-7927 • Fax (217) 206-7543

<https://www.facebook.com/UISBBA>

On Jul 24, 2014, at 12:54 PM, "Burbules, Nicholas C" <burbules@illinois.edu> wrote:

Thanks Joyce, Jorge,

A few tweaks and then I'm good to go.

From: <Tolliver>, Joycet Tolliver <joycet@illinois.edu>

Date: Thursday, July 24, 2014 at 12:43 PM

To: Burbules <burbules@illinois.edu>

Cc: "Villegas, Jorge (UIS)" <jvill2@uis.edu>

Subject: Re: UI medical-school plan gets major overhaul | News-Gazette.com

Jorge, I like your suggestions about this draft; thanks very much for them.

About the second passage, I'm attaching a second draft with an alternative phrasing that I hope addresses both your excellent point and Nick's.

cheers
Joyce

On Jul 24, 2014, at 11:34 AM, Burbules, Nicholas C <burbules@illinois.edu> wrote:

Thank you Jorge,

I think these are both reasonable suggestions.

Two options. One is that these could be proposals to revise/amend at

the USC meeting

The other is to try to address them now, if Joyce is agreeable, and just present a different version for the agenda.

I think the first point could be addressed easily:

[REDACTED]

The second point [REDACTED]. I think that [REDACTED]
[REDACTED] 'm [REDACTED]. And the second
part of that item does need to address [REDACTED]
[REDACTED]

I take your point that we want to be positive, and that was why we ended with:

[REDACTED]

Maybe there is a different way to address this. I'm willing to talk about possible changes, and I would prefer that we work this out in advance and submit a consensus draft, rather than try to amend it in real time at the meeting.

Nick

From: <Villegas>, Jorge <jvill2@uis.edu>
Date: Wednesday, July 23, 2014 at 10:00 PM
To: Burbules <burbules@illinois.edu>
Subject: RE: UI medical-school plan gets major overhaul | [News-Gazette.com](#)

Hi Nick,

I hope you are correct in your assessment that the forces against the medical school are less extreme now. I am completely aware that the report prepared by the UIC senate is water under the bridge but some of the comments contained in it are [REDACTED]. Particularly if you know the fractures in the relationship between UIUC and UIC. A gem that I still remember "more aggressive coordination".... [REDACTED]

I am glad that there are no plans for USC to start a review. I think that the Health Committee can get very busy if we focus on what we already have in our hands.

I think that the resolution that you propose is [REDACTED]
[REDACTED]. I would try to stay away from any specifics [REDACTED] in the resolution. I wrote a couple of comments. This is not my resolution so please feel free to ignore my comments. I tend to be less brave than you.

Regards

Jorge

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From: Burbules, Nicholas C [<mailto:burbules@illinois.edu>]
Sent: Wednesday, July 23, 2014 8:37 PM
To: Villegas, Jorge
Cc: Burbules, Nicholas C
Subject: Re: UI medical-school plan gets major overhaul | News-Gazette.com

From: <Villegas>, Jorge <jvill2@uis.edu>
Date: Wednesday, July 23, 2014 at 7:25 PM
To: Burbules <burbules@illinois.edu>, Joycet Tolliver <joycet@illinois.edu>
Subject: UI medical-school plan gets major overhaul | News-Gazette.com

Hello,

I was rather surprised with this article since it presents a very interesting model on how to run a niche (I need to find a better word) medical school.

Two issues concern me though:

1. [REDACTED]

Hello Jorge,

I get a sense (hopefully) that things are moving in a different direction. I think [REDACTED] and more and more are talking about HOW to do this in an effective and equitable way. I hope their voices get heard!

2. The article mentions that USC will review the proposal. I was not aware of that! I think the [REDACTED]

Perhaps [REDACTED]

I think that was a mistake. I wasn't at the meeting, Joyce was and she could tell you what was said. But no, USC is not in the loop on curricular or program proposals.

If there were statutory implications of the proposal, of course we have a role with that.

Rest assured that I will work hard to keep the conversation productive, civilized, and considering what's best for the people of Illinois.

I know you will, Jorge, and thank you. Joyce and I will be submitting the attached resolution for consideration at the next USC mtg in August.

Nick

Ps. Perhaps you can [REDACTED]

Jorge

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<USC RESOLUTION Aug_2014JV.docx>

Joyce Tolliver

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Studies

Associate Head, Dept. of Spanish, Italian, and Portuguese

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Urbana IL 61801

217-244-6508

<http://www.sip.illinois.edu/people/joycet>

<USC RESOLUTION Aug_2014JV_JTNB[1].docx>

From: [Burbules, Nicholas C](#)
To: [Kuehn, Melanie](#)
Cc: [Burbules, Nicholas C](#)
Subject: FW: Someone asked about ITLT
Date: Tuesday, June 09, 2015 11:19:58 AM

From: <Burbules>, Burbules <burbules@illinois.edu>
Date: Saturday, July 26, 2014 at 7:27 PM
To: "Campbell, R H" <rhc@illinois.edu>, Joycet Tolliver <joycet@illinois.edu>, "Miller, Gay Y" <gymiller@illinois.edu>
Cc: Burbules <burbules@illinois.edu>
Subject: Re: Someone asked about ITLT

Is this the only one of the university teams that doesn't have faculty representation?

Nick

From: <Campbell>, R H <rhc@illinois.edu>
Date: Saturday, July 26, 2014 at 7:19 PM
To: Burbules <burbules@illinois.edu>, Joycet Tolliver <joycet@illinois.edu>, "Miller, Gay Y" <gymiller@illinois.edu>
Subject: Someone asked about ITLT

The role of the University Technical Management Team (UTMT) has merged into the University of Illinois IT Leadership Team (ITLT). For current information, please visit the ITLT web site at: <http://www.uillinois.edu/itlt>.

On the ITLT web site it says

The University of Illinois Information Technology Leadership Team (UI IT LT) is comprised of the campus- and university administration-level CIOs at the university. The group articulates the Information Technology strategic direction for the University of Illinois, serves as a conduit for identifying areas where enterprise-wide policies and standards should be developed, and fosters the development of these standards. The UI IT LT also reviews, promotes, and sponsors, when applicable, information technology projects that have enterprise-wide impact. As an advisory and coordinating group, UI IT LT makes recommendations on procedures, policies, projects and the University's strategic technology direction to the President's Cabinet and Academic Affairs Planning Council. UI IT LT may or may not be directly responsible for implementation of policies, procedures or processes, and individual UI IT LT members may oversee implementation efforts in their own units. The UI IT LT has three subcommittees: Business Intelligence / Performance Management, Information Privacy and Security, and Common Architectural Vision.

The members of ITLT are

Andrea Ballinger

Vice President

Chief Information Officer

(University of Illinois Alumni Association)

Farokh Eslahi

Associate Provost

Chief Information Officer

(University of Illinois - Springfield)

Cynthia Herrera Lindstrom

Chief Information Officer

Executive Director of Academic Computing and Communications Center

(University of Illinois - Chicago)

Michael Hites

Senior Associate Vice President of Administrative IT Services

Chief Information Officer

(University Administration)

Paul Hixson

Chief Information Officer

(University of Illinois - Urbana-Champaign)

Audrius Polikaitis

Assistant Vice President of Health Information Technology

Chief Information Officer

(University of Illinois Hospital and Health Sciences)

Ilir Zenku

Assistant Vice President of Information Technology

(University of Illinois Health Affairs)

Roy Campbell

Sohaib and Sara Abbasi Professor of Computer Science

Siebel Center

201 N Goodwin Av, Urbana, IL 61801-2302

Tel 217-333-0215 Email rhc@illinois.edu

From: [Burbules, Nicholas C](#)
To: [Kuehn, Melanie](#)
Cc: [Burbules, Nicholas C](#)
Subject: FW: UI medical-school plan gets major overhaul | News-Gazette.com
Date: Tuesday, June 09, 2015 11:19:49 AM
Attachments: [USC Resolution Aug 2014.doc](#)

From: <Burbules>, Burbules <burbules@illinois.edu>
Date: Thursday, July 24, 2014 at 9:23 PM
To: "Villegas, Jorge (UIS)" <jvill2@uis.edu>
Cc: Joycet Tolliver <joycet@illinois.edu>, Burbules <burbules@illinois.edu>
Subject: Re: UI medical-school plan gets major overhaul | News-Gazette.com

Final version?

From: <Villegas>, Jorge <jvill2@uis.edu>
Date: Thursday, July 24, 2014 at 6:23 PM
To: Burbules <burbules@illinois.edu>
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Regards

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On Jul 24, 2014, at 12:54 PM, "Burbules, Nicholas C" <burbules@illinois.edu> wrote:

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Date: Thursday, July 24, 2014 at 12:43 PM

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Subject: Re: UI medical-school plan gets major overhaul | News-Gazette.com

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[REDACTED]

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Maybe there is a different way to address this. I'm willing to talk about possible changes, and I would prefer that we work this out in advance and submit a consensus draft, rather than try to amend it in real time at the meeting.

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Date: Wednesday, July 23, 2014 at 10:00 PM
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[REDACTED]. I would try to stay away
from any specifics - [REDACTED] - in the resolution.
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Jorge

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From: Burbules, Nicholas C [<mailto:burbules@illinois.edu>]
Sent: Wednesday, July 23, 2014 8:37 PM
To: Villegas, Jorge
Cc: Burbules, Nicholas C
Subject: Re: UI medical-school plan gets major overhaul | [News-Gazette.com](#)

From: <Villegas>, Jorge <jvill2@uis.edu>
Date: Wednesday, July 23, 2014 at 7:25 PM
To: Burbules <burbules@illinois.edu>, Joycet Tolliver <joycet@illinois.edu>
Subject: UI medical-school plan gets major overhaul | [News-Gazette.com](#)

Hello,

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Two issues concern me though:

1. [REDACTED]

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Rest assured that I will work hard to keep the conversation productive, civilized, and considering what's best for the people of Illinois.

I know you will, Jorge, and thank you. Joyce and I will be submitting the attached resolution for consideration at the next USC mtg in August.

Nick

Ps. Perhaps you can [REDACTED]

Jorge

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<USC RESOLUTION Aug_2014JV.docx>

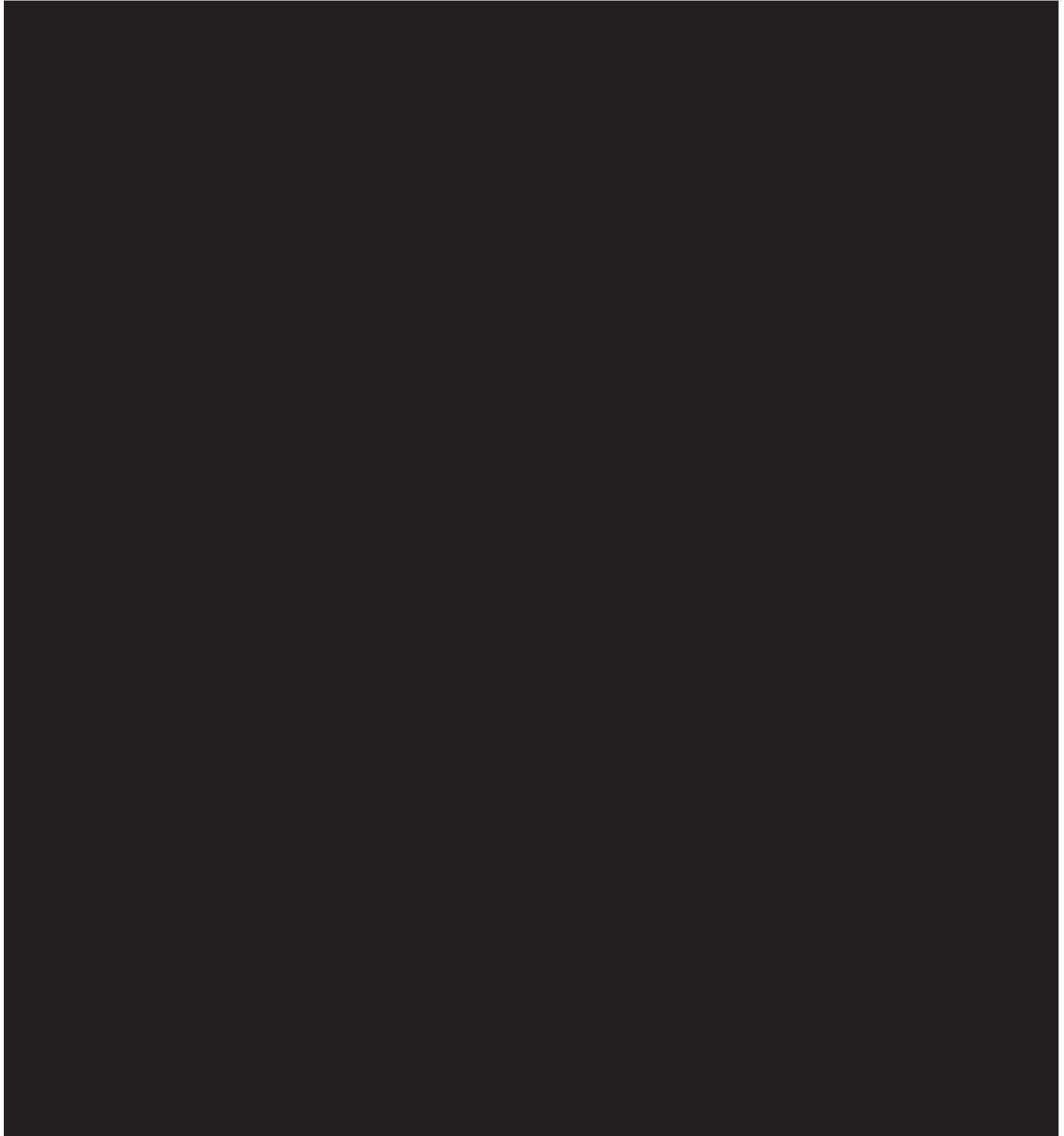
Joyce Tolliver

Associate Professor of Spanish, Translation Studies, and Gender & Women's Studies
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<USC RESOLUTION Aug_2014JV_JTNB[1].docx>

UNIVERSITY SENATES CONFERENCE
RESOLUTION ON AVOIDING CROSS-CAMPUS
CONFLICTS

August 25, 2014





From: [Burbules, Nicholas C](#)
To: [Kuehn, Melanie](#)
Cc: [Burbules, Nicholas C](#)
Subject: FW: UI medical-school plan gets major overhaul | News-Gazette.com
Date: Tuesday, June 09, 2015 11:19:42 AM
Attachments: [USC RESOLUTION Aug 2014JV JTNB\[1\].docx](#)

From: <Burbules>, Burbules <burbules@illinois.edu>
Date: Thursday, July 24, 2014 at 12:54 PM
To: Joycet Tolliver <joycet@illinois.edu>
Cc: "Villegas, Jorge (UIS)" <jvill2@uis.edu>, Burbules <burbules@illinois.edu>
Subject: Re: UI medical-school plan gets major overhaul | News-Gazette.com

Thanks Joyce, Jorge,

A few tweaks and then I'm good to go.

From: <Tolliver>, Joycet Tolliver <joycet@illinois.edu>
Date: Thursday, July 24, 2014 at 12:43 PM
To: Burbules <burbules@illinois.edu>
Cc: "Villegas, Jorge (UIS)" <jvill2@uis.edu>
Subject: Re: UI medical-school plan gets major overhaul | News-Gazette.com

Jorge, I like your suggestions about this draft; thanks very much for them.

About the second passage, I'm attaching a second draft with an alternative phrasing that I hope addresses both your excellent point and Nick's.

cheers
Joyce

On Jul 24, 2014, at 11:34 AM, Burbules, Nicholas C <burbules@illinois.edu> wrote:

Thank you Jorge,

I think these are both reasonable suggestions.

Two options. One is that these could be proposals to revise/amend at the USC meeting

The other is to try to address them now, if Joyce is agreeable, and just present a different version for the agenda.

I think the first point could be addressed easily:

[REDACTED]

The second point [REDACTED]. I think that [REDACTED]. I'm [REDACTED]. And the second part of that item does need to address [REDACTED]

I take your point that we want to be positive, and that was why we ended with:

[REDACTED]

Maybe there is a different way to address this. I'm willing to talk about possible changes, and I would prefer that we work this out in advance and submit a consensus draft, rather than try to amend it in real time at the meeting.

Nick

From: <Villegas>, Jorge <jvill2@uis.edu>
Date: Wednesday, July 23, 2014 at 10:00 PM
To: Burbules <burbules@illinois.edu>
Subject: RE: UI medical-school plan gets major overhaul | News-Gazette.com

Hi Nick,

I hope you are correct in your assessment that the forces against the medical school are less extreme now. I am completely aware that the report prepared by the UIC senate is water under the bridge but some of the comments contained in it are [REDACTED]. Particularly if you know the fractures in the relationship between UIUC and UIC. A gem that I still remember "more aggressive coordination".... [REDACTED]

I am glad that there are no plans for USC to start a review. I think that the Health Committee can get very busy if we focus on what we already have in our hands.

I think that the resolution that you propose is a [REDACTED]. [REDACTED] I would try to stay away from any specifics - [REDACTED] in the resolution. I wrote a couple of comments. This is not my resolution so please feel free to ignore my comments. I tend to be less brave than you.

Regards

Jorge

Jorge Villegas, Ph.D.
Associate Professor and Chair
Business Administration
College of Business and Management, UHB 4053
University of Illinois at Springfield
One University Plaza, MS UHB 4054
Springfield, Illinois 62703-5407
(217) 206-7927 • Fax (217) 206-7543

From: Burbules, Nicholas C [<mailto:burbules@illinois.edu>]
Sent: Wednesday, July 23, 2014 8:37 PM
To: Villegas, Jorge
Cc: Burbules, Nicholas C
Subject: Re: UI medical-school plan gets major overhaul | News-Gazette.com

From: <Villegas>, Jorge <jvill2@uis.edu>
Date: Wednesday, July 23, 2014 at 7:25 PM
To: Burbules <burbules@illinois.edu>, Joycet Tolliver <joycet@illinois.edu>
Subject: UI medical-school plan gets major overhaul | News-Gazette.com

Hello,

I was rather surprised with this article since it presents a very interesting model on how to run a niche (I need to find a better word) medical school.

Two issues concern me though:

1. [REDACTED]

Hello Jorge,

I get a sense (hopefully) that things are moving in a different direction. I think [REDACTED], and more and more are talking about HOW to do this in an effective and equitable way. I hope their voices get heard!

2. The article mentions that USC will review the proposal. I was not aware of that! I think the [REDACTED]

[REDACTED] . Perhaps [REDACTED]

I think that was a mistake. I wasn't at the meeting, Joyce was and she could tell you what was said. But no, USC is not in the loop on curricular or

program proposals.

If there were statutory implications of the proposal, of course we have a role with that.

Rest assured that I will work hard to keep the conversation productive, civilized, and considering what's best for the people of Illinois.

I know you will, Jorge, and thank you. Joyce and I will be submitting the attached resolution for consideration at the next USC mtg in August.

Nick

Ps. Perhaps you can [REDACTED]

Jorge

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(217) 206-7927
<USC RESOLUTION Aug_2014JV.docx>

Joyce Tolliver

Associate Professor of Spanish, Translation Studies, and Gender & Women's Studies
Associate Head, Dept. of Spanish, Italian, and Portuguese
University of Illinois
Urbana IL 61801
217-244-6508
<http://www.sip.illinois.edu/people/joycet>

UNIVERSITY SENATES CONFERENCE
RESOLUTION ON AVOIDING CROSS-CAMPUS CONFLICTS

August 25, 2014

DRAFT

From: [Burbules, Nicholas C](#)
To: [Kuehn, Melanie](#)
Cc: [Burbules, Nicholas C](#)
Subject: FW: UI medical-school plan gets major overhaul | News-Gazette.com
Date: Tuesday, June 09, 2015 11:19:39 AM
Attachments: [USC RESOLUTION Aug 2014JV.docx](#)

From: <Burbules>, Burbules <burbules@illinois.edu>
Date: Thursday, July 24, 2014 at 11:34 AM
To: "Villegas, Jorge (UIS)" <jvill2@uis.edu>, Joycet Tolliver <joycet@illinois.edu>
Cc: Burbules <burbules@illinois.edu>
Subject: FW: UI medical-school plan gets major overhaul | News-Gazette.com

<!--[if !supportAnnotations]--> <!--[endif]-->
Thank you Jorge,

I think these are both reasonable suggestions.

Two options. One is that these could be proposals to revise/amend at the USC meeting

The other is to try to address them now, if Joyce is agreeable, and just present a different version for the agenda.

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The second point [REDACTED]. I think that [REDACTED]. I'm [REDACTED].
And the second part of that item does need to address [REDACTED]

I take your point that we want to be positive, and that was why we ended with:

[REDACTED]

Maybe there is a different way to address this. I'm willing to talk about possible changes, and I would prefer that we work this out in advance and submit a consensus draft, rather than try to amend it in real time at the meeting.

Nick

From: <Villegas>, Jorge <jvill2@uis.edu>
Date: Wednesday, July 23, 2014 at 10:00 PM

To: Burbules <burbules@illinois.edu>

Subject: RE: UI medical-school plan gets major overhaul | News-Gazette.com

Hi Nick,

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I am glad that there are no plans for USC to start a review. I think that the Health Committee can get very busy if we focus on what we already have in our hands.

I think that the resolution that you propose is a [REDACTED] [REDACTED]. I would try to stay away from any specifics - [REDACTED] - in the resolution. I wrote a couple of comments. This is not my resolution so please feel free to ignore my comments. I tend to be less brave than you.

Regards

Jorge

Jorge Villegas, Ph.D.
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Springfield, Illinois 62703-5407
(217) 206-7927 • Fax (217) 206-7543

From: Burbules, Nicholas C [<mailto:burbules@illinois.edu>]

Sent: Wednesday, July 23, 2014 8:37 PM

To: Villegas, Jorge

Cc: Burbules, Nicholas C

Subject: Re: UI medical-school plan gets major overhaul | News-Gazette.com

From: <Villegas>, Jorge <jvill2@uis.edu>

Date: Wednesday, July 23, 2014 at 7:25 PM

To: Burbules <burbules@illinois.edu>, Joycet Tolliver <joycet@illinois.edu>

Subject: UI medical-school plan gets major overhaul | News-Gazette.com

Hello,

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Two issues concern me though:

1. [REDACTED]

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[REDACTED] Perhaps [REDACTED]

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Rest assured that I will work hard to keep the conversation productive, civilized, and considering what's best for the people of Illinois.

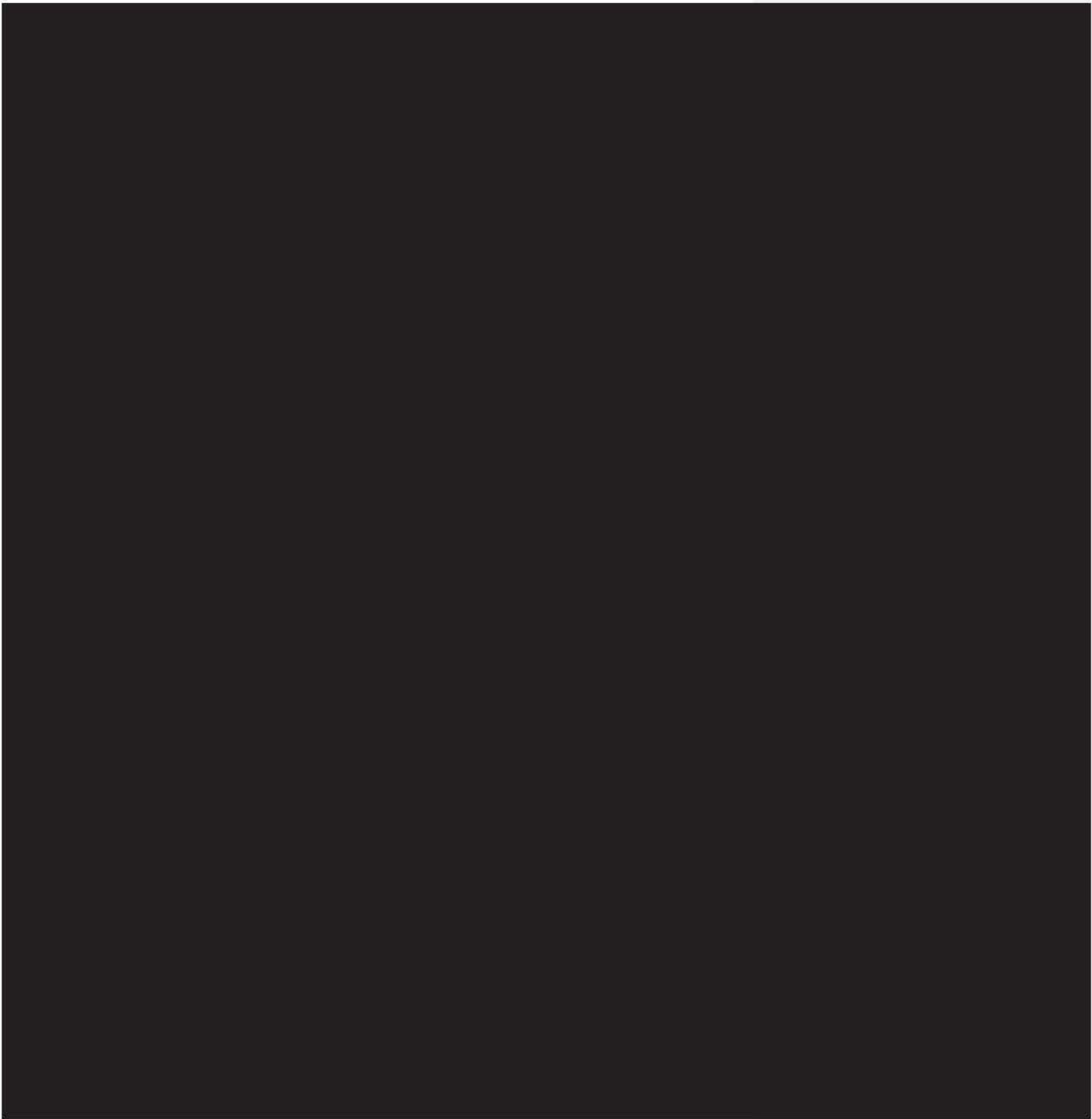
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Ps. Perhaps you can [REDACTED]

Jorge

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From: [Burbules, Nicholas C](#)
To: [Kuehn, Melanie](#)
Cc: [Burbules, Nicholas C](#)
Subject: FW: UI medical-school plan gets major overhaul | News-Gazette.com
Date: Tuesday, June 09, 2015 11:19:33 AM
Attachments: [USC RESOLUTION Aug 2014 \(rev\).docx](#)

From: <Burbules>, Burbules <burbules@illinois.edu>
Date: Wednesday, July 23, 2014 at 8:37 PM
To: "Villegas, Jorge (UIS)" <jvill2@uis.edu>
Cc: Burbules <burbules@illinois.edu>
Subject: Re: UI medical-school plan gets major overhaul | News-Gazette.com

From: <Villegas>, Jorge <jvill2@uis.edu>
Date: Wednesday, July 23, 2014 at 7:25 PM
To: Burbules <burbules@illinois.edu>, Joycet Tolliver <joycet@illinois.edu>
Subject: UI medical-school plan gets major overhaul | News-Gazette.com

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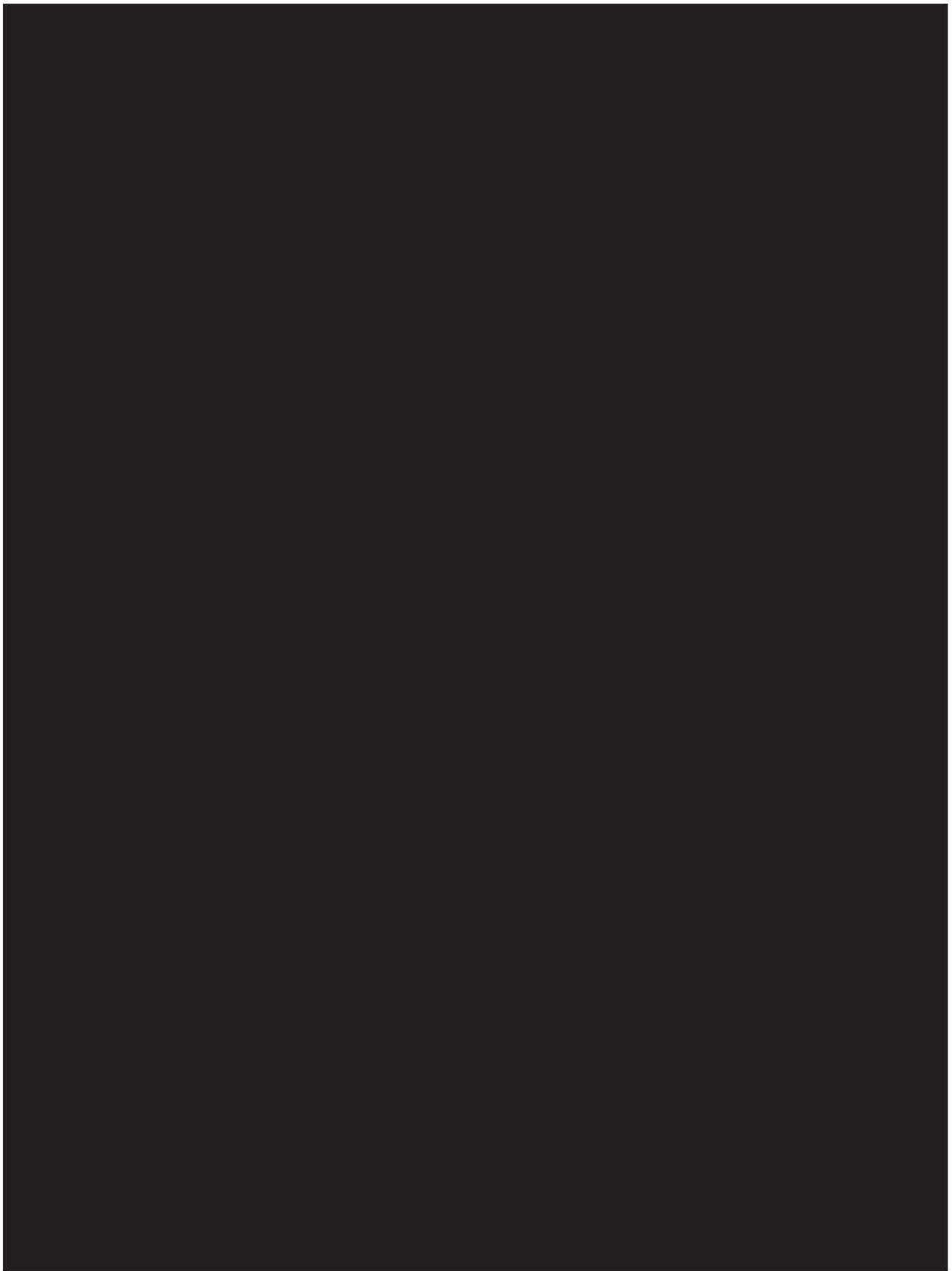
I know you will, Jorge, and thank you. Joyce and I will be submitting the attached resolution for consideration at the next USC mtg in August.

Nick

Ps. Perhaps you can

Jorge

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(217) 206-7927



From: [Burbules, Nicholas C](#)
To: [Kuehn, Melanie](#)
Cc: [Burbules, Nicholas C](#)
Subject: FW: Postdoc initial interviews
Date: Tuesday, June 09, 2015 11:18:05 AM

From: <Burbules>, Burbules <burbules@illinois.edu>
Date: Friday, August 1, 2014 at 2:35 PM
To: Eugene Amberg <gamberg@illinois.edu>, "Gunsalus, C Kristina" <gunsalus@illinois.edu>, "Loui, Michael C" <loui@illinois.edu>
Cc: L Jill Peckham <jpeckham@illinois.edu>, Burbules <burbules@illinois.edu>
Subject: Re: Postdoc initial interviews

For the sake of openness, I'd be willing to interview either one, but I think [REDACTED] is a more likely prospect than [REDACTED]

From: <Amberg>, Eugene L <gamberg@illinois.edu>
Date: Friday, August 1, 2014 at 12:20 PM
To: "Gunsalus, C Kristina" <gunsalus@illinois.edu>, Burbules <burbules@illinois.edu>, "Loui, Michael C" <loui@illinois.edu>
Cc: L Jill Peckham <jpeckham@illinois.edu>
Subject: Postdoc initial interviews

Tina, Nick and Michael:

We are starting the interview scheduling process and need **your availability** for the 30-min initial interviews/video conference calls. **Please mark Yes/No** next to the 4 possible morning dates below (Note: All 4 dates would be between 8a–noon cst, since CKG is 7 hrs ahead. Michael, we know that you are probably not available.):

- **Thurs, Aug 7th**
- **Fri, Aug 8th**
- **Wed, Aug 13th**
- **Thurs, Aug 14th**

We will then schedule for the following 6 initial interviews:

Instructional Design/Curriculum Development position:

1. [REDACTED]
2. [REDACTED]
3. [REDACTED]

Leadership & Cultural Studies position:

1. [REDACTED]

- 2.
- 3.

Additional attachments:

*Also with this email, I am attaching 2 add'l completed application packets:

*Finally, please see the attached additional reference letter for [REDACTED],
and the current application spread sheet of all candidates to date.

Thank you,
Gene

From: [Burbules, Nicholas C](#)
To: [Kuehn, Melanie](#)
Cc: [Burbules, Nicholas C](#)
Subject: FW: Summer reading...
Date: Tuesday, June 09, 2015 11:17:53 AM

From: <Burbules>, Burbules <burbules@illinois.edu>
Date: Tuesday, July 29, 2014 at 11:11 AM
To: Eugene Amberg <gamberg@illinois.edu>, "Loui, Michael C" <loui@illinois.edu>
Cc: L Jill Peckham <jpeckham@illinois.edu>, "Gunsalus, C Kristina" <gunsalus@illinois.edu>, Burbules <burbules@illinois.edu>
Subject: Re: Summer reading...

So at the risk of what looks like self-interest, I think that [REDACTED] is the best prospect for the leadership research/briefing paper position, and [REDACTED] for the ID/curriculum position. Maybe [REDACTED] as a follow up if [REDACTED] doesn't work out.

This is pending more apps coming in, of course.

From: <Amberg>, Eugene L <gamberg@illinois.edu>
Date: Monday, July 28, 2014 at 11:45 AM
To: "Loui, Michael C" <loui@illinois.edu>
Cc: L Jill Peckham <jpeckham@illinois.edu>, "Gunsalus, C Kristina" <gunsalus@illinois.edu>, Burbules <burbules@illinois.edu>
Subject: Re: Summer reading...

Yes, please look over these 8 initial packets and weed out those you feel are not a good fit or lack appropriate qualifications, etc.

I am expecting that we'll receive more applicants in the coming weeks.

Gene

From: Michael Loui <loui@illinois.edu>
Date: Mon, 28 Jul 2014 11:41:19 -0500
To: NCPRE <gamberg@illinois.edu>
Cc: "Peckham, L Jill" <jpeckham@illinois.edu>, "Gunsalus, C Kristina" <gunsalus@illinois.edu>, Nick Burbules <burbules@gmail.com>
Subject: RE: Summer reading...

Gene:

Thanks for assembling the packets. Do you want us to examine the packets, individually select two for each position, pool our selections, and then decide whom to interview when we next meet?

Michael C. Loui -- Professor of Electrical and Computer Engineering | University Distinguished Teacher-Scholar | Editor, *Journal of Engineering Education* | University of Illinois at Urbana-Champaign | Coordinated Science Laboratory, 1308 W Main St, Urbana, IL 61801-2307 | 217.333.2595 | loui@illinois.edu | <http://www.illinois.edu/ph/www/loui>

From: Amberg, Eugene L
Sent: Monday, July 28, 2014 11:19 AM
To: Gunsalus, C Kristina; Nick Burbules; Loui, Michael C
Cc: Peckham, L Jill
Subject: Summer reading...

Tina, Nick and Michael:

I have attached the current applicant spread sheet for the postdoc positions – we have 12 inquiries to date.

Eight (8) applicants have completed their packets, including a 2-page writing sample.

Three (3) have applied for the **Instructional Design/Curriculum Development** position (w/ a 4th applicant nearing completion):



Five (5) have applied for the **Leadership/Culture Studies Researcher** position (w/ a 6th applicant nearing completion):



For your initial review, I am attaching the 8 completed packets which contain their cover letter, CV, rec letters and writing samples.

I am confident that there will be more interest now that the Chronicle of Higher Ed online posting is out there....

Gene

From: [Burbules, Nicholas C](#)
To: [Kuehn, Melanie](#)
Cc: [Burbules, Nicholas C](#)
Subject: FW: NLA titles/topics/ideas..
Date: Tuesday, June 09, 2015 11:17:50 AM
Attachments: [NLA seminar topics \(nb\).docx](#)

From: <Burbules>, Burbules <burbules@illinois.edu>
Date: Tuesday, July 29, 2014 at 11:01 AM
To: "Gunsalus, C Kristina" <gunsalus@illinois.edu>, Eugene Amberg <gamberg@illinois.edu>
Cc: "Loui, Michael C" <loui@illinois.edu>, L Jill Peckham <jpeckham@illinois.edu>, Burbules <burbules@illinois.edu>
Subject: Re: NLA titles/topics/ideas..

Thanks Gene,

Incredibly helpful.

I have annotated a few topics I think should be priorities for us, and offered some additional suggestions with track changes.

When we have formalized this, i think we should send it to our major presenters.

Nick

On Jul 28, 2014, at 8:17 PM, Amberg, Eugene L <gamberg@illinois.edu> wrote:

Attached is the start of putting together possible NLA seminar stuff for consideration...

Gene

<NLA seminar topics.docx>

Possible NLA seminar titles/topics/ideas to consider
(Taken from different leadership program agendas, etc. - in no order of priority)



From: [Burbules, Nicholas C](#)
To: [Kuehn, Melanie](#)
Cc: [Burbules, Nicholas C](#)
Subject: FW: rough first draft of overview to speakers after we hear from Angela; edits welcome
Date: Tuesday, June 09, 2015 11:17:37 AM

From: <Burbules>, Burbules <burbules@illinois.edu>
Date: Tuesday, July 29, 2014 at 10:53 AM
To: "Loui, Michael C" <loui@illinois.edu>, "Gunsalus, C Kristina" <gunsalus@illinois.edu>
Cc: Eugene Amberg <gamberg@illinois.edu>, L Jill Peckham <jpeckham@illinois.edu>, Burbules <burbules@illinois.edu>
Subject: Re: rough first draft of overview to speakers after we hear from Angela; edits welcome

Looks great. I think we can drop a couple of "██████████"

It would also be good if we can tell them (in advance) the major themes and topics of the event, so they can start thinking about them.

From: <Loui>, Michael C <loui@illinois.edu>
Date: Tuesday, July 29, 2014 at 9:33 AM
To: "Gunsalus, C Kristina" <gunsalus@illinois.edu>
Cc: Burbules <burbules@illinois.edu>, "Amberg, Eugene L" <gamberg@illinois.edu>, L Jill Peckham <jpeckham@illinois.edu>
Subject: RE: rough first draft of overview to speakers after we hear from Angela; edits welcome

I didn't see any major omissions.

Michael C. Loui -- Professor of Electrical and Computer Engineering | University Distinguished Teacher-Scholar | Editor, *Journal of Engineering Education* | University of Illinois at Urbana-Champaign | Coordinated Science Laboratory, 1308 W Main St, Urbana, IL 61801-2307 | 217.333.2595 | loui@illinois.edu | <http://www.illinois.edu/ph/www/loui>

From: Gunsalus, C Kristina
Sent: Tuesday, July 29, 2014 5:17 AM
To: Burbules, Nicholas C; Loui, Michael C; Amberg, Eugene L; Peckham, L Jill
Subject: rough first draft of overview to speakers after we hear from Angela; edits welcome

We need to loop back to Coleman and Duderstadt, so I drafted a note to all three main speakers to provide some background and next steps.

I'm sure I'm completely missing all kinds of key information, and welcome your suggestions and edits.

Tina

C. K. Gunsalus

Director, National Center for Professional and Research Ethics

Research Professor, Coordinated Science Laboratory

Professor Emerita, College of Business

257 Coordinated Science Lab

1308 W Main St, Urbana, IL 61801-2307

217/333-1416<http://www.nationalethicscenter.org>

www.nationalethicscenter.org | www.gunsalus.net

[The Young Professional's Survival Guide](#) (Harvard University Press, 2012)

[The College Administrator's Survival Guide](#)(Harvard University Press, 2006)

gunsalus@illinois.edu

From: [Burbules, Nicholas C](#)
To: [Kuehn, Melanie](#)
Cc: [Burbules, Nicholas C](#)
Subject: FW: do we know if Illinois invites have gone out from ade's office yet?
Date: Tuesday, June 09, 2015 11:17:27 AM

From: <Burbules>, Burbules <burbules@illinois.edu>

Date: Tuesday, July 29, 2014 at 7:15 AM

To: "Gunsalus, C Kristina" <gunsalus@illinois.edu>, L Jill Peckham <jpeckham@illinois.edu>

Cc: Eugene Amberg <gamberg@illinois.edu>, "Loui, Michael C" <loui@illinois.edu>, Burbules <burbules@illinois.edu>

Subject: Re: do we know if Illinois invites have gone out from ade's office yet?

I don't know. If DK is on it, I am optimistic.

From: <Gunsalus>, C Kristina <gunsalus@illinois.edu>

Date: Tuesday, July 29, 2014 at 4:46 AM

To: Burbules <burbules@illinois.edu>, L Jill Peckham <jpeckham@illinois.edu>

Cc: "Amberg, Eugene L" <gamberg@illinois.edu>, "Loui, Michael C" <loui@illinois.edu>

Subject: do we know if Illinois invites have gone out from ade's office yet?

Hi Nick,

Do you have any idea if the invites have gone out to Illinois people? I asked Deb Kincaid for help and she said she'd do what she could. I haven't heard anything since. Have you? I am very worried about getting people from Illinois if we don't get on their calendars.

Tina

C. K. Gunsalus

Director, National Center for Professional and Research Ethics

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Professor Emerita, College of Business

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gunsalus@illinois.edu

From: [Burbules, Nicholas C](#)
To: [Kuehn, Melanie](#)
Cc: [Burbules, Nicholas C](#)
Subject: FW: tentative agenda
Date: Tuesday, June 09, 2015 11:17:15 AM
Attachments: [7-26 Leadership Conf Agenda Draft \(nb\).docx](#)

From: <Burbules>, Burbules <burbules@illinois.edu>
Date: Sunday, July 27, 2014 at 2:12 PM
To: "Gunsalus, C Kristina" <gunsalus@illinois.edu>, "Loui, Michael C" <loui@illinois.edu>
Cc: L Jill Peckham <jpeckham@illinois.edu>, Eugene Amberg <gamberg@illinois.edu>, Burbules <burbules@illinois.edu>
Subject: Re: tentative agenda

See attached. I think we need to find out whether [REDACTED] expect to be involved. If so I agree with Michael.

But I also want to make sure that our featured speakers get full value from the event, not just giving a single speech.

If they are recording their comments in advance, they might even think – why do I need to be there if it's just for a Q&A?

From: <Gunsalus>, C Kristina <gunsalus@illinois.edu>
Date: Sunday, July 27, 2014 at 9:31 AM
To: "Loui, Michael C" <loui@illinois.edu>
Cc: Burbules <burbules@illinois.edu>, L Jill Peckham <jpeckham@illinois.edu>, "Amberg, Eugene L" <gamberg@illinois.edu>
Subject: Re: tentative agenda

Thank you so much for the room reservation, Michael!

Nick, what's your view on respondents?

Tina

C. K. Gunsalus
Director, National Center for Professional and Research Ethics
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[The College Administrator's Survival Guide](#) (Harvard University Press, 2006)

On Jul 27, 2014, at 12:33 AM, Loui, Michael C <loui@illinois.edu> wrote:

Tina:

I am pleased to confirm that we have reserved the Bahl multi-purpose room on the third floor of the new ECE Building from 4 to 11 p.m. on Thursday, November 20. That period includes time for the caterer to set up and clean up.

I think the respondents should be chosen from [REDACTED], rather than the featured speakers. Maybe [REDACTED] can have a role to welcome everyone. Be sure to include a role for [REDACTED].

I can participate in planning until August 10 or so. I am now scheduled to [REDACTED] on August 11. At the moment, I believe [REDACTED] can return from [REDACTED] a bit early on November 20 to participate in the full conference on November 20-21.

Michael C. Loui -- Professor of Electrical and Computer Engineering | University Distinguished Teacher-Scholar | Editor, *Journal of Engineering Education* | University of Illinois at Urbana-Champaign | Coordinated Science Laboratory, 1308 W Main St, Urbana, IL 61801-2307 | 217.333.2595 | loui@illinois.edu | <http://www.illinois.edu/ph/www/loui>

From: Gunsalus, C Kristina
Sent: Saturday, July 26, 2014 1:11 AM
To: Burbules, Nicholas C; Loui, Michael C; Peckham, L Jill; Amberg, Eugene L
Subject: tentative agenda

Gene has worked up an agenda and I've fussed with it a bit. I am not sure I really [REDACTED] I do think that having [REDACTED] respond on role of leaders in integrity would be an interesting twist: can we get some kind of data/evidence/research-based/factoid-based response to each presentation to broaden the perspective? [REDACTED] aren't in the rotation, either and we don't have [REDACTED]

Welcoming all thoughts and reactions.

Michael, would you prefer to stay in this loop or out of this during the summer?

Tina

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Research Professor, Coordinated Science Laboratory
Professor Emerita, College of Business
257 Coordinated Science Lab
1308 W Main St, Urbana, IL 61801-2307
217/333-1416<http://www.nationalethicscenter.org>
www.nationalethicscenter.org | www.gunsalus.net
[The Young Professional's Survival Guide](#) (Harvard University Press, 2012)
[The College Administrator's Survival Guide](#)(Harvard University Press, 2006)
gunsalus@illinois.edu

NTU/Illinois Leadership Conference
20-21 November 2014
University of Illinois at Urbana-Champaign

TENTATIVE AGENDA



DRAFT

From: [Burbules, Nicholas C](#)
To: [Kuehn, Melanie](#)
Cc: [Burbules, Nicholas C](#)
Subject: FW: Powerful and Coldhearted - NYTimes.com / does this woke any better ? Will pdf if necessary
Date: Tuesday, June 09, 2015 11:17:04 AM

From: <Burbules>, Burbules <burbules@illinois.edu>
Date: Sunday, July 27, 2014 at 9:48 AM
To: C K Gunsalus <ckg@gunsalus.net>
Cc: Burbules <burbules@illinois.edu>
Subject: Re: Powerful and Coldhearted - NYTimes.com / does this woke any better ? Will pdf if necessary

It's a great topic under leadership.

But I do wonder if this is an area where cross-cultural modalities may cause a different interpretation of the issues.

Nick

From: C K Gunsalus <ckg@gunsalus.net>
Date: Sunday, July 27, 2014 at 9:29 AM
To: Burbules <burbules@illinois.edu>
Subject: Re: Powerful and Coldhearted - NYTimes.com / does this woke any better ? Will pdf if necessary

There's actually a pretty large literature on what power does to empathy; Bob Sutton has written a lot about it. Maybe we should find one of the articles (put it on the list for post-doc to read and synthesize and help us find best, pithiest, hardest hitting one) and use as an advance reading?

On Jul 27, 2014, at 4:13 PM, Burbules, Nicholas C <burbules@illinois.edu> wrote:

I was able to trick the firewall and read it.

I don't accept the easy equation of social class background with power.

But I DO see some interesting applications!

From: CKG <ckg@gunsalus.net>
Date: Sunday, July 27, 2014 at 7:48 AM

To: Burbules <burbules@illinois.edu>

Subject: Powerful and Coldhearted - [NYTimes.com](http://www.nytimes.com) / does this woke any better ? Will pdf if necessary

http://www.nytimes.com/2014/07/27/opinion/sunday/powerful-and-coldhearted.html?_r=0

From: [Burbules, Nicholas C](#)
To: [Kuehn, Melanie](#)
Cc: [Burbules, Nicholas C](#)
Subject: FW: sorry, attached wrong version--internet acting up here
Date: Tuesday, June 09, 2015 11:16:56 AM
Attachments: [NTU Leadership Academy revised\[NB\].docx](#)

From: <Burbules>, Burbules <burbules@illinois.edu>
Date: Friday, July 25, 2014 at 12:13 PM
To: "Gunsalus, C Kristina" <gunsalus@illinois.edu>
Cc: Burbules <burbules@illinois.edu>
Subject: Re: sorry, attached wrong version--internet acting up here

How's this?

From: <Gunsalus>, C Kristina <gunsalus@illinois.edu>
Date: Friday, July 25, 2014 at 11:39 AM
To: Burbules <burbules@illinois.edu>
Subject: Re: sorry, attached wrong version--internet acting up here

First paragraph, her questions, the tone / message.

On Jul 25, 2014, at 6:37 PM, "Burbules, Nicholas C" <burbules@illinois.edu> wrote:

It looked okay. I gave it a quick read.
Is there an issue?

From: <Gunsalus>, C Kristina <gunsalus@illinois.edu>
Date: Friday, July 25, 2014 at 11:24 AM
To: Burbules <burbules@illinois.edu>
Subject: Re: sorry, attached wrong version--internet acting up here

What's your reaction to it?

On Jul 25, 2014, at 6:05 PM, "Burbules, Nicholas C" <burbules@illinois.edu> wrote:

Sure. Off to the [REDACTED] for a week – but available via phone, Skype or email

From: <Gunsalus>, C Kristina <gunsalus@illinois.edu>
Date: Friday, July 25, 2014 at 12:03 AM
To: Burbules <burbules@illinois.edu>
Cc: L Jill Peckham <jpeckham@illinois.edu>

Subject: Fwd: sorry, attached wrong version--internet acting up here
would like to confer with you on this, too...

Tina

Begin forwarded message:

From: "Gudeman, Kimberly" <kgudeman@illinois.edu>
Subject: Re: sorry, attached wrong version--internet acting up here
Date: July 22, 2014 at 5:15:39 PM GMT+2
To: "Gunsalus, C Kristina" <gunsalus@illinois.edu>, "Burbules, Nicholas C" <burbules@illinois.edu>, "Peckham, L Jill" <jpeckham@illinois.edu>

Ok, I have added a few more tweaks, so let me know if you think they will work. I think it would really make this story stronger if we could include a sentence about why this concept is so important for higher education. I had included the info in the lede (incentivizing performance and how to form teams) in an effort to show how that might look. It's totally fine to lose that info, but I think there needs to be some explanation for how this is going to improve universities. Right now, the story is saying that this curricula will improve university leadership, but not saying how.

If you can help elaborate on that, I think we should be all set.

Thanks!
Kim

From: <Gunsalus>, C Kristina <gunsalus@illinois.edu>
Date: Wednesday, July 16, 2014 2:23 AM
To: Kim Gudeman <kgudeman@illinois.edu>, "Burbules, Nicholas C" <burbules@illinois.edu>, "Peckham, L Jill" <jpeckham@illinois.edu>
Subject: sorry, attached wrong version--internet acting up here

C. K. Gunsalus
Director, National Center for Professional and Research Ethics
Research Professor, Coordinated Science Laboratory

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Press, 2012)
[The College Administrator's Survival Guide](#)(Harvard University
Press, 2006)
gunsalus@illinois.edu





From: [Burbules, Nicholas C](#)
To: [Kuehn, Melanie](#)
Cc: [Burbules, Nicholas C](#)
Subject: FW: Prerecord talks for NTU
Date: Tuesday, June 09, 2015 11:16:47 AM

From: <Burbules>, Burbules <burbules@illinois.edu>
Date: Friday, July 25, 2014 at 11:08 AM
To: L Jill Peckham <jpeckham@illinois.edu>, "Gunsalus, C Kristina" <gunsalus@illinois.edu>, Eugene Amberg <gamberg@illinois.edu>
Cc: Burbules <burbules@illinois.edu>
Subject: Re: Prerecord talks for NTU

Looks like video quality is a problem with Lync

<http://community.office365.com/en-us/f/166/t/142882.aspx>

<http://social.technet.microsoft.com/Forums/en-US/ddfd7edc-cc35-425d-b522-7412dee73c2e/lync-2013-has-a-decrease-in-quality-for-recording-sessions-and-default-format-to-publish-cannot-be?forum=lyncc Conferencing>

<http://blogs.technet.com/b/lync/archive/2013/12/02/improving-quality-of-meeting-recordings.aspx>

From: <Peckham>, L Jill Peckham <jpeckham@illinois.edu>
Date: Wednesday, July 23, 2014 at 3:40 PM
To: "Gunsalus, C Kristina" <gunsalus@illinois.edu>, Burbules <burbules@illinois.edu>, "Amberg, Eugene L" <gamberg@illinois.edu>
Subject: Prerecord talks for NTU

In re: the discussion Monday about doing distance recording of the NTU guest speakers:

We can use the Lync system and just record an "Interview" with them by connecting via video call.

Or we can use Lync and connect it to the Polycom system in 301 CSL – pretty much the same option, but with a bit more space to use for participants if more than one of you wants to interview.

We can also just connect via Lync and let the person talk rather than interviewing them.

Otherwise, we'd need to work with the 'guest' to arrange videorecording on their end somehow.

Jill

Jill Peckham
jpeckham@illinois.edu

217.265.5292 ofc
217.244.1764 fax

Research Program Coordinator
University of Illinois at Urbana-Champaign
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Under the Illinois Freedom of Information Act (FOIA), any written communication to or from University employees regarding University business is a public record and may be subject to public disclosure.

From: [Burbules, Nicholas C](#)
To: [Kuehn, Melanie](#)
Cc: [Burbules, Nicholas C](#)
Subject: FW: Systems Leadership Presentation
Date: Tuesday, June 09, 2015 11:16:36 AM

From: <Burbules>, Burbules <burbules@illinois.edu>
Date: Friday, July 25, 2014 at 10:54 AM
To: "Gunsalus, C Kristina" <gunsalus@illinois.edu>
Cc: L Jill Peckham <jpeckham@illinois.edu>, Eugene Amberg <gamberg@illinois.edu>, Burbules <burbules@illinois.edu>
Subject: Re: Systems Leadership Presentation

It makes sense for him to be invited as a participant.

Forward the suggestion to Ade?

Nick

From: <Gunsalus>, C Kristina <gunsalus@illinois.edu>
Date: Friday, July 25, 2014 at 12:43 AM
To: Burbules <burbules@illinois.edu>
Cc: L Jill Peckham <jpeckham@illinois.edu>, "Amberg, Eugene L" <gamberg@illinois.edu>
Subject: Fwd: Systems Leadership Presentation

we should maybe keep him in mind. he's been doing these in China. [REDACTED], but maybe should invite him????

(doing a summer clean-out of my inbox....)

C. K. Gunsalus

Director, National Center for Professional and Research Ethics

Research Professor, Coordinated Science Laboratory

Professor Emerita, College of Business

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www.nationalethicscenter.org | www.gunsalus.net

[The Young Professional's Survival Guide](#) (Harvard University Press, 2012)

[The College Administrator's Survival Guide](#) (Harvard University Press, 2006)

gunsalus@illinois.edu

Begin forwarded message:

From: "Ting, Kuan Chong" <kcting@illinois.edu>
Subject: Systems Leadership Presentation
Date: October 11, 2013 at 11:33:09 PM GMT+2
To: "Gunsalus, C Kristina" <gunsalus@illinois.edu>

Dear Kristina,

It was very nice talking with you about academic leadership. Attached is the presentation I mentioned. As I said, I am not a trained leadership scholar; although I have participated in a number of leadership training programs and workshops. The presentation is not research based and does not cover the classical leadership/management topics. It is mostly my thoughts about leadership based on my years of experience as department heads/chairs on different campuses. Your comments for improvement are most welcome.

Thanks very much and best regards,
KC

K.C. Ting, Ph.D., P.E.
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Department of Agricultural and Biological Engineering
University of Illinois at Urbana-Champaign
338 Agricultural Engineering Sciences Building, MC-644
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Urbana, Illinois 61801
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Fax: 217-244-0323
email: kcting@illinois.edu
Website: abe.illinois.edu

"Empower with Knowledge and Wisdom (kW) for Life"

From: [Burbules, Nicholas C](#)
To: [Kuehn, Melanie](#)
Cc: [Burbules, Nicholas C](#)
Subject: FW: NTU project participation
Date: Tuesday, June 09, 2015 11:16:25 AM

From: <Burbules>, Burbules <burbules@illinois.edu>
Date: Monday, July 21, 2014 at 9:55 AM
To: "Gunsalus, C Kristina" <gunsalus@illinois.edu>
Cc: Burbules <burbules@illinois.edu>
Subject: Re: NTU project participation

I think this is your call, but I think a review of his program and phone conversation might be enough.

Signing him up as an advisory or consultant might be a conflict of interest (on both sides).

Nick

From: <Gunsalus>, C Kristina <gunsalus@illinois.edu>
Date: Monday, July 21, 2014 at 9:53 AM
To: Burbules <burbules@illinois.edu>
Subject: Re: NTU project participation

Agree completely, again.

Was only thinking that if he had an advisory role or a consultation role or worked with us on specific things, or might have insight into trends/issues that would be useful? He won't want to build competition and may be totally conflicted out anyway

Tina

On Jul 21, 2014, at 3:22 PM, Burbules, Nicholas C <burbules@illinois.edu> wrote:

We can consult with anyone we want to. There are other models out there.

But this is our institute, and I don't want to make it look like a spin-off of anyone else's

Nick

From: <Gunsalus>, C Kristina <gunsalus@illinois.edu>

Date: Monday, July 21, 2014 at 8:14 AM

To: Burbules <burbules@illinois.edu>

Subject: Re: NTU project participation

Agree about approach to try to get distilled thoughts or prepared speeches done and distributed in advance, and reserve day for real interaction. Maybe we should ask the speakers about readings and even case studies?

What do you think about the [REDACTED] idea?

Tina

On Jul 21, 2014, at 3:07 PM, Burbules, Nicholas C <burbules@illinois.edu> wrote:

The essence of the “flipped” model is that you put lectures and videos online and use FTF sessions only for those things that are best done FTF.

We’ve already moved away from that model by inviting our Big Names here. I’m excited by the line-up of names, but it creates a dilemma. We won’t get full value by just putting them on panels, but if we give each one a separate lecture, that pretty much fills up a day,

One possibility: give each one a topic or two or three in advance, and ask them to record 10-15 minute off-the cuff responses to the topics and questions, using a computer cam or something simple and inexpensive, then post them online BEFORE the event. Participants are required to view them.

Then the time here is solely live interaction and Q&A with them, not formal lectures. Some of that can be done in all-in-one large groups, other topics might be run concurrently in small groups that people choose: meet with MSC to discuss faculty retention, meet with JD to discuss how to promote interdisciplinary research collaboration, etc. This would give us the best use of these folks’ time, and create more than just seat-time listening to speakers.

From: <Gunsalus>, C Kristina <gunsalus@illinois.edu>

Date: Monday, July 21, 2014 at 7:58 AM

To: Burbules <burbules@illinois.edu>

Subject: Re: NTU project participation

I'm a little confused. The leadership conference has been conceived as only one day because Angela thinks [REDACTED] will only do that. I can ask if you think it would be valuable if the chairs could stay for an interactive second day?

The curriculum for the leadership academy is likely to be for a one-week session, a two-week session and maybe for a cohort-style thing? We need to see if Angela can stay longer than the conference day to talk about specifics like that.

Tina

On Jul 21, 2014, at 2:53 PM, Burbules, Nicholas C
<burbules@illinois.edu> wrote:

Well, we are fast approaching the time when we need to settle the curriculum content. I don't have the outlines in front of me, but this includes at least the following, I think:

1. The speakers and how we will outline the day (Does this have to be a one-day event? Maybe we should extend it into a second day). This is our main topic this morning, I assume.
2. Break-out sessions, concurrent sessions, smaller panels, group exercises, etc. It can't all be bog-name keynotes.
3. Readings for preparation in advance, including articles, videos, as well as executive briefing papers.
4. Curriculum materials for the event itself – exercises, case studies, etc
5. A technology infrastructure for sustained interaction before, during and after the event.

From: <Gunsalus>, C Kristina <gunsalus@illinois.edu>

Date: Monday, July 21, 2014 at 7:35 AM

To: Burbules <burbules@illinois.edu>

Subject: Re: NTU project participation

Yes. Do we lack perspective between us? Should we be trying to add some sort of expertise/advice/consultants? It would be nice to have some CIC involvement and [REDACTED]

██████████ runs their summer institute programs at the higher ed school for university presidents and the mid-level program, too. If it's not a conflict of interest for him, having him involved could be a good thing. Not sure that ██████████ brings what we could use here, but it's worth thinking about.

Tina

On Jul 21, 2014, at 2:00 PM, Burbules, Nicholas C
<burbules@illinois.edu> wrote:

Something to think about. I think there are 2 things: (a) clear instructions to the postdocs about what we need from them (b) supervision to make sure they do it. You and I need to do (a). ██████████ could do (b)

From: <Gunsalus>, C Kristina
<gunsalus@illinois.edu>
Date: Monday, July 21, 2014 at 3:54 AM
To: Burbules <burbules@illinois.edu>
Subject: Fwd: NTU project participation

Hi Nick,

We should talk about this. ██████████
██████████ though
we're missing a lot without Michael's
perspectives and contact. Any thoughts come
to mind?

Tina

C. K. Gunsalus
Director, National Center for Professional and
Research Ethics
Research Professor, Coordinated Science
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Professor Emerita, College of Business
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www.gunsalus.net
[The Young Professional's Survival Guide](#)
(Harvard University Press, 2012)
[The College Administrator's Survival Guide](#)
(Harvard University Press, 2006)
gunsalus@illinois.edu

Begin forwarded message:

From: "Loui, Michael C"
<loui@illinois.edu>
Subject: NTU project participation
Date: July 21, 2014 at 6:11:32 AM GMT+2
To: "Gunsalus, C Kristina"
<gunsalus@illinois.edu>
Cc: "Peckham, L Jill"
<jpeckham@illinois.edu>, "Amberg, Eugene L"
<gamberg@illinois.edu>

Tina:

As I make plans for juggling duties between Purdue and Illinois, I have slowly come to realize that I cannot responsibly continue participating in the NTU project past mid-August, when I move to [REDACTED]. The project plan calls for me to supervise the postdocs, but because my time in Urbana will be limited, I would be unable to supervise them with sufficient attention. I believe that others on campus with expertise in leadership, or perhaps [REDACTED] [REDACTED] would have the capacity and ability to supervise the

postdocs. Any project funds designated for my services should be redirected to others who could participate actively in the project.

I deeply appreciate your gracious offer, inviting me to participate in the project as much as I would wish, but I think it would be best for me to drop out soon--by the middle of August at the latest.

I will participate in the teleconference call tomorrow morning, Monday, July 21, though I might be a few minutes late.

Michael C. Loui -- Professor of
Electrical and Computer
Engineering | University
Distinguished Teacher-Scholar |
Editor, *Journal of Engineering
Education* | University of Illinois at
Urbana-Champaign |
Coordinated Science Laboratory,
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loui@illinois.edu
| <http://www.illinois.edu/ph/www/loui>

From: [Burbules, Nicholas C](#)
To: [Kuehn, Melanie](#)
Cc: [Burbules, Nicholas C](#)
Subject: FW: MSAC Question: MOOC Instructor Compensation
Date: Tuesday, June 09, 2015 11:15:15 AM

From: <Tolliver>, Joycet Tolliver <joycet@illinois.edu>
Date: Monday, July 28, 2014 at 3:59 PM
To: "Vazquez, Jose J" <vazquezj@illinois.edu>
Cc: "Rutenbar, Rob" <rutenbar@illinois.edu>, "Hwu, Wen-Mei W" <w-hwu@illinois.edu>, "Miller, Gay Y" <gymiller@illinois.edu>, Burbules <burbules@illinois.edu>, Deanna Raineri <raineri@illinois.edu>, "Schaefer, Melinda M" <mschaefer@illinois.edu>, "Anderson, James D" <janders@illinois.edu>, "Andrechak, Michael J" <mandrech@illinois.edu>, "Buttlar, William G" <buttlar@illinois.edu>, "Dominguez, Virginia Rosa" <vdomingu@illinois.edu>, "Fein, Adam" <fein@illinois.edu>, Paul Hixson <pch@illinois.edu>, "Kramer, Laurie F" <lfkramer@illinois.edu>, "Moore, Jeffrey S" <jsmoore@illinois.edu>, "Rice, Scott" <serice@Uillinois.edu>, "Scagnoli, Norma Ines" <scagnoli@illinois.edu>, "Schaffner, Spencer Wood" <spencers@illinois.edu>, "Squier, Joseph C" <squier@illinois.edu>, "Tomkin, Jonathan H" <tomkin@illinois.edu>, "Carpenter, Starla Lynette" <slcarpen@uillinois.edu>
Subject: Re: MSAC Question: MOOC Instructor Compensation

I apologize for my late response.

I agree with the proposed system. I do believe that Gay is raising an important point about the founding MOOCs: it is important to [REDACTED]. But Rob provides a good response, and I think we are on solid ground, particularly if we are absolutely clear about the compensation system in the proposal package.

cheers
Joyce

On Jul 25, 2014, at 2:51 PM, Vazquez, Jose J <vazquezj@illinois.edu> wrote:

I agree 110 percent with both of Rob's comments. The second point, in particular, is important; [REDACTED]

José

Sent from my Verizon Wireless 4G LTE smartphone

----- Original message -----

From: "Rutenbar, Rob"
Date: 07/25/2014 1:23 PM (GMT-06:00)
To: "Hwu, Wen-Mei W"
Cc: "Miller, Gay Y" , "Burbules, Nicholas C" , "Raineri, Deanna M" , "Schaefer, Melinda M" , "Anderson, James D" , "Andrechak, Michael J" , "Buttlar, William G" , "Dominguez, Virginia Rosa" , "Fein, Adam" , "Hixson, Paul C" , "Kramer, Laurie F" , "Moore, Jeffrey

S" ,"Rice, Scott" ,"Scagnoli, Norma Ines" ,"Schaffner, Spencer Wood" ,"Squier, Joseph C" ,"Tolliver, Joyce L" ,"Tomkin, Jonathan H" ,"Vazquez, Jose J" ,"Carpenter, Starla Lynette"

Subject: Re: MSAC Question: MOOC Instructor Compensation

re: [REDACTED]

Yes, we need some very simple-to-explain mechanisms here. The reason I raised the "founding" MOOCs question (and I think I counted wrong; there's 10ish of these courses, I forgot Wen-mei's Hetero Programming course and the VLSI CAD MOOC; our founding courses are responsible for the vast majority of our registered learners to date) is that the folks who did the first set of MOOCs had to "pioneer" a lot of processes and mechanisms. These were almost certainly more work than some later MOOCs, just because of these early efforts. [REDACTED]

re: [REDACTED]

I'm mindful of [REDACTED]

Nevertheless — let me argue for this. [REDACTED]

I'd like to argue us away from [REDACTED]

This is just going to be impossible to police and evaluate. Some energetic colleagues [REDACTED]

Some of our other peers [REDACTED]

([REDACTED] — which I think again sends the message. I think we need something very simple here, [REDACTED]

[REDACTED] This might be a few "categories" of re-run modalities, determined in the units, worst case.

-rob

Rob A. Rutenbar
Bliss Professor and Head
Department of Computer Science
University of Illinois at Urbana-Champaign
2232 Siebel Center, MC-258, 201 North Goodwin Ave, Urbana 61801
Tel 217-333-3373 rutenbar@illinois.edu
Assistants: Karen Stahl (kstahl@illinois.edu), Susan Watson (shwatson@illinois.edu)

On Jul 25, 2014, at 12:31 PM, Hwu, Wen-Mei W <w-hwu@illinois.edu> wrote:

> I agree with [REDACTED] One challenge is that these courses
can have a wide range of efforts. Personally, I don't see [REDACTED]
[REDACTED] So, having a [REDACTED]
[REDACTED] is probably the best compromise and least problematic moving
forward.
>

> Just to clarify, offering the course the second time is typically not a re-run. We completely re-recorded all the lectures and re-designed all the labs based on what we learned the first time around. Hopefully the marginal effort in the next couple offerings will be much smaller.

>

> Wen-mei

>

>

>

> From: Miller, Gay Y

> Sent: Friday, July 25, 2014 11:47 AM

> To: Burbules, Nicholas C; Raineri, Deanna M; Rutenbar, Rob; Schaefer, Melinda M

> Cc: Anderson, James D; Andrechak, Michael J; Buttlar, William G; Dominguez, Virginia Rosa; Fein, Adam; Hixson, Paul C; Hwu, Wen-Mei W; Kramer, Laurie F; Moore, Jeffrey S; Rice, Scott; Scagnoli, Norma Ines; Schaffner, Spencer Wood; Squier, Joseph C; Tolliver, Joyce L; Tomkin, Jonathan H; Vazquez, Jose J; Carpenter, Starla Lynette; Kramer, Laurie F

> Subject: RE: MSAC Question: MOOC Instructor Compensation

>

> I think the most important aspects of this discussion are that

[REDACTED]

>

> My concern

[REDACTED]

Having said that,

>

> A way to handle

[REDACTED]

Or something of that sort.

>

> Happy Friday Everyone!

>

> Gay Miller

>

> Gay Y. Miller, DVM, PhD

> Professor, Epidemiology and Preventive Medicine

> Adjunct Professor, Agricultural and Consumer Economics

> 2001 S Lincoln Ave

> Veterinary Medicine Basic Science Building

> Urbana, IL 61802

> Phone: 217-244-3090

> FAX: 217-244-7421

> Email: GYMiller@illinois.edu

> URL: <http://vetmed.illinois.edu/~gymiller/>

>

> From: Burbules, Nicholas C

> Sent: Thursday, July 24, 2014 9:12 PM

> To: Raineri, Deanna M; Rutenbar, Rob; Schaefer, Melinda M

> Cc: Anderson, James D; Andrechak, Michael J; Buttlar, William G; Dominguez, Virginia Rosa; Fein, Adam; Hixson, Paul C; Hwu, Wen-Mei W; Kramer, Laurie F; Miller, Gay Y; Moore, Jeffrey S; Rice, Scott; Scagnoli, Norma Ines; Schaffner, Spencer Wood; Squier, Joseph C; Tolliver, Joyce L; Tomkin, Jonathan H; Vazquez, Jose J; Carpenter, Starla Lynette; Kramer, Laurie F; Burbules, Nicholas C

> Subject: Re: MSAC Question: MOOC Instructor Compensation

>

> Thanks for keeping me in the loop on these discussions. I have been keeping a distance, but this is one issue I really care about getting right.

>

> I think the basic approach is very good [REDACTED]

[REDACTED]

>

> That might be something we handle in further discussions without holding up the basic initial proposal, which is sound, I think.

>

> Nick

>

>

> From: <Raineri>, Deanna Raineri <raineri@illinois.edu>

> Date: Thursday, July 24, 2014 at 6:06 PM

> To: "Rutenbar, Rob" <rutenbar@illinois.edu>, "Schaefer, Melinda M" <mschaefer@illinois.edu>

> Cc: "Anderson, James D" <janders@illinois.edu>, "Andrechak, Michael J" <mandrech@illinois.edu>, Burbules <burbules@illinois.edu>, "Buttlar, William G" <buttlar@illinois.edu>, "Dominguez, Virginia Rosa" <vdomingu@illinois.edu>, "Fein, Adam" <fein@illinois.edu>, Paul Hixson <pch@illinois.edu>, "Hwu, Wen-Mei W" <whwu@illinois.edu>, "Kramer, Laurie F" <lfkramer@illinois.edu>, "Miller, Gay Y" <gymiller@illinois.edu>, "Moore, Jeffrey S" <jmoore@illinois.edu>, "Rice, Scott" <serice@Uillinois.edu>, "Scagnoli, Norma Ines" <scagnoli@illinois.edu>, "Schaffner, Spencer Wood" <spencers@illinois.edu>, "Squier, Joseph C" <squier@illinois.edu>, Joycet Tolliver <joycet@illinois.edu>, "Tomkin, Jonathan H" <tomkin@illinois.edu>, "Vazquez, Jose J" <vazquezj@illinois.edu>, "Carpenter, Starla Lynette" <scarpent@uillinois.edu>, "Kramer, Laurie F" <lfkramer@illinois.edu>

> Subject: RE: MSAC Question: MOOC Instructor Compensation

>

> Hi Rob,

>

> 2. Also believe we need to move rapidly to [REDACTED]

Having a model start to get established where [REDACTED]

[REDACTED]

>

> I agree. However, [REDACTED] We need input from MSAC on this piece.

>

> 3. With respect to this compensation proposal, want to ask for clarification: what is the status is of the "Founding 7" courses that we spun up in July 2012 to join the Coursera platform: ANDROID, Sustainability, Microecon, Organic Chem I II III, Planet Earth. They were not part of the later formal RFP process. They were not officially off-cycle either — there were no cycles yet. [REDACTED]

[REDACTED]

>

> [REDACTED]

>

> Thanks,

> Dee

>

> -rob

>
> -----
> Rob A. Rutenbar
> Bliss Professor and Head
> Department of Computer Science
> University of Illinois at Urbana-Champaign
> 2232 Siebel Center, MC-258, 201 North Goodwin Ave, Urbana 61801
> Tel 217-333-3373 rutenbar@illinois.edu
> Assistants: Karen Stahl (kstahl@illinois.edu), Susan Watson (shwatson@illinois.edu)
>
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>
> On Jul 23, 2014, at 3:34 PM, Schaefer, Melinda M <mschaefer@illinois.edu> wrote:
>
> > Dear MSACers:
> >
> > I hope that the summer is treating you well. We'll be gathering in August to discuss
some recent developments, including the Unizin consortium. Deanna and I have also made
progress on MOOC instructor compensation, and that is the reason for this message.
> >



> >
> > Because of some other timing issues, it would be helpful to have MSAC's input soon.
Could you share your thoughts on this by e-mail no later than Friday, July 25? You are
welcome to use "Reply All" to share your thoughts with the group. If you'd rather not reply
to everyone, please be sure to copy Laurie Kramer and Deanna Raineri, since I'll be away
from e-mail for the next week or more. Dee will be the best person to answer any
questions you might have.
> >
> > Thanks, and I look forward to seeing you in person in August.
> >
> > Best,
> >
> > Chuck
> > ----
> > Charles L. Tucker III
> > Vice Provost for Undergraduate Education and Innovation
> > and Alexander Rankin Professor
> > Office of the Provost
> > University of Illinois at Urbana-Champaign
> > ctucker@illinois.edu
> >
> >
> > <Compensation Recommendations_May 1_2014.docx>

McCarthy, Kathleen Elizabeth

From: Phyllis M Wise <[REDACTED]>
Sent: Friday, July 25, 2014 8:30 PM
To: Burbules, Nicholas C
Cc: Burbules, Nicholas C
Subject: Re: Conference call

This is complicated enough that we should do a conference call.

Sent from my iPhone

On Jul 25, 2014, at 8:25 PM, "Burbules, Nicholas C" <burbules@illinois.edu> wrote:

Darn it. Well, I;m available for a direct call if you'd like.

[REDACTED]

Nick

From: <Wise>, Phyllis M <pmwise@illinois.edu>
Date: Friday, July 25, 2014 at 8:24 PM
To: Joycet Tolliver <joycet@illinois.edu>
Cc: Burbules <burbules@illinois.edu>, "Bear, Adam J" <adambear@illinois.edu>, "Adesida, Ilesanmi" <iadesida@illinois.edu>, "Kincaid, Debra K" <dkincaid@illinois.edu>
Subject: Re: Conference call

I think there is a problem. None of us can connect with each other. I think we may need to reschedule.

Sent from my iPhone

On Jul 25, 2014, at 8:23 PM, "Tolliver, Joyce L" <joycet@illinois.edu> wrote:

checked in = on the phone, that is.

On Jul 25, 2014, at 8:16 PM, Burbules, Nicholas C <burbules@illinois.edu> wrote:

I'm checked in.

Nick

From: <Bear>, Adam J <adambear@illinois.edu>
Date: Thursday, July 24, 2014 at 12:19 PM
To: "Adesida, Ilesanmi" <iadesida@illinois.edu>, Joycet Tolliver

<joycet@illinois.edu>, Burbules <burbules@illinois.edu>
Cc: "Wise, Phyllis M" <pmwise@illinois.edu>, "Kincaid, Debra K"
<dkincaid@illinois.edu>
Subject: RE: Conference call

Provost Adesida, Professors Burbules and Tolliver,

Please call into [REDACTED] and enter the participant code of [REDACTED].

Thank you,

Adam Bear
Office of the Chancellor
University of Illinois at Urbana-Champaign
601 East John Street
317 Swanlund Administration Building MC-304
(217)244-9157
<http://www.oc.illinois.edu>

-----Original Message-----

From: Wise, Phyllis M
Sent: Thursday, July 24, 2014 11:13 AM
To: Bear, Adam J
Cc: Adesida, Ilesanmi; Tolliver, Joyce L; Burbules, Nicholas C
Subject: Conference call

Adam,

Would you please arrange a conference call for Joyce, Nick, Ade and myself for 8pm Friday.

Thanks,
Phyllis

Sent from my iPad

Joyce Tolliver

Associate Professor of Spanish, Translation Studies, and Gender & Women's
Studies
Associate Head, Dept. of Spanish, Italian, and Portuguese
University of Illinois
Urbana IL 61801
217-244-6508
<http://www.sip.illinois.edu/people/joycet>

McCarthy, Kathleen Elizabeth

From: Phyllis Wise <[REDACTED]>
Sent: Thursday, July 24, 2014 8:36 AM
To: 'Joyce Tolliver'
Cc: 'Nick Burbules'; 'Ilesanmi Adesida'
Subject: Re: Steven Salaita

I am in Chicago today and tomorrow and back on Friday evening. I think traffic out of Chicago could be a problem. But I can be pretty sure I could be back by 8pm. I believe Ade leaves for a break on Saturday. I'd be happy to meet in person or by phone.

Sent from my iPad

On Jul 24, 2014, at 8:26 AM, Joyce Tolliver <[REDACTED]> wrote:

Dear Ade and Phyllis,

I appreciate your reaching out to us. I think Nick is right that it would be good to have a conversation about this. Just let me know when would work for you. Of course you are always welcome to give me a call directly [REDACTED].

best
Joyce

On Thu, Jul 24, 2014 at 8:10 AM, Nick Burbules <[REDACTED]> wrote:

Thanks Ade, Phyllis,

I share your concerns. I would be happy to meet to discuss this, which would be better than doing it through email. I am available all day today and tomorrow, then leave for a week with the family.

Nick

On Thu, Jul 24, 2014 at 7:13 AM, Phyllis Wise <[REDACTED]> wrote:

Joyce, Nick and Ade,

Let me add that the hateful, totally unprofessional and unacceptable Twitters have appeared mainly since July. This is after the decision to hire him and after his acceptance of our offer. It reveals a side of the person that I believe makes it difficult for him to contribute to the culture of respect, collegiality, collaboration that we hold so dear.

Phyllis

On Thursday, July 24, 2014 6:28 AM, Ilesanmi Adesida <[REDACTED]> wrote:

Nick, Joyce,

We have run into a buzz saw again! This is with respect with the case of one Steven Salaita who is coming this Fall to the Department of American Indian Studies. His case made the NG a few days ago and that essentially was when we became aware of his intense tweets and messages on Israel, Jews, and the Middle East! Over the last two days, the Chancellor has been deluged with protest messages from outraged alumni and the public! I did not know about him and the Chancellor did not know about him at all. We can discuss the intricacies of his case and the fact that his case has not made it to the BoT yet; that is coming up in September. He is coming to campus in August to take up his position on campus.

One thing that we would like to do is to figure out how we prevent this sort of highly charged and negative blow back like we have had on Kilgore and now Salaita in the future. Salaita was recruited over two years ago and his offer letter was signed in September last year. I know that we are trying to develop something for background check for criminal issues but this now borders of free speech/hateful speech domain. What is acceptable and what are not acceptable, that is the question. We have to engage carefully with the Deans but I want to begin to seek your wise counsel in this domain even before that. This is potentially a slippery territory!

Ade

--

Joyce Tolliver

McCarthy, Kathleen Elizabeth

From: Nick Burbules <[REDACTED]>
Sent: Thursday, July 24, 2014 12:33 PM
To: Joyce Tolliver
Cc: Phyllis Wise; I Adesida
Subject: Re: a relevant document

For what it's worth, I would advise that the Chancellor (maybe jointly with the Provost) consider a public statement.

Perhaps something like this:



On Thu, Jul 24, 2014 at 10:43 AM, Joyce Tolliver <[REDACTED]> wrote:
I think our Statutes provide the way toward a good solution.

Hope the Retreat goes well. I'm available to talk at your convenience.

best
Joyce

On Thu, Jul 24, 2014 at 8:56 AM, Phyllis Wise <[REDACTED]> wrote:
We need to get this concept into the documents. There is so much more to talk about.

Sent from my iPad

On Jul 24, 2014, at 8:43 AM, Nick Burbules <[REDACTED]> wrote:

Since we're diving into this, let me say that to me cases like this (or Kilgore) are NOT academic freedom (or free speech) issues.

I will defend those principles to the hilt. But having the right (and privilege) of these protections also comes with certain responsibilities as a professor and as a representative of the institution (and not just an individual saying whatever he or she likes).

It is this space, that protects rights but talks about responsibilities, that we need a thoughtful campus conversation.

I have much more to say, but not for email.

Nick

On Thu, Jul 24, 2014 at 8:33 AM, Joyce Tolliver <[REDACTED]> wrote:
Dear Ade and Phyllis,

One piece of our consideration of how to respond to the case we've been thinking about lately is that the Senates will soon be considering a proposed revision to the section of the Statutes that deals with academic freedom. I think our campus Statutes Committee will be discussing this in the next few weeks.

I'm attaching the documents that were sent to the senates late in the spring semester.

best
Joyce

--
Joyce Tolliver

--
Joyce Tolliver

McCarthy, Kathleen Elizabeth

From: Nick Burbules <[REDACTED]>
Sent: Thursday, July 24, 2014 4:01 PM
To: Phyllis Wise
Subject: Re: Steven Salaita

Thanks Phyllis, I watched the whole afternoon session online. It was less painful than I feared, and mostly good comments.

I note the diverse uses of the term "flagship." Urbana is the flagship, U of I in toto is the flagship, UIC should be the second flagship (which I think [REDACTED])

I was reassured by Pam's comments that the point is to keep the special status of Urbana (THE flagship), while raising the other campuses up.

I wish there was an 800 number to call in. Joyce and I were emailing back and forth in real time.

I think [REDACTED] The U of I can't do everything, and there are some things that are not as much part of its mission as say, the mission of K-12, or the mission of community colleges, or of other universities in the state. But what U of I can do is lead, to set a standard, to help create an overall vision or model of higher education (or of economic development, or of innovation, etc). We can't and shouldn't try to do it all, but the leadership should come from us.

That's the kind of broad institutional goal that is good for the U of I . . . AND for our campus.

What I was toying with was if each of the five (say) overall institutional imperatives could be framed around leadership and innovation.

On Thu, Jul 24, 2014 at 8:42 AM, Phyllis Wise <[REDACTED]> wrote:
Nick,

There is such confusion about what the goals of this retreat are. You know that it is no longer being called a retreat, but a meeting. I suspect that it will turn out that you are fortunate you are not here. I'll let you know what transpires.

Phyllis

Sent from my iPad

On Jul 24, 2014, at 8:39 AM, Nick Burbules <[REDACTED]> wrote:

Duh, how could I forget the retreat?!!

Maybe a conference call would be best. I could make myself available next week.

On Thu, Jul 24, 2014 at 8:36 AM, Phyllis Wise <[REDACTED]> wrote:

I am in Chicago today and tomorrow and back on Friday evening. I think traffic out of Chicago could be a problem. But I can be pretty sure I could be back by 8pm. I believe Ade leaves for a break on Saturday. I'd be happy to meet in person or by phone.

Sent from my iPad

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Joyce

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Thanks Ade, Phyllis,

I share your concerns. I would be happy to meet to discuss this, which would be better than doing it through email. I am available all day today and tomorrow, then leave for a week with the family.

Nick

On Thu, Jul 24, 2014 at 7:13 AM, Phyllis Wise <[REDACTED]> wrote:

Joyce, Nick and Ade,

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Phyllis

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Ade

--

Joyce Tolliver

From: [Wise, Phyllis M](#)
To: [Tolliver, Joyce L](#)
Cc: [Burbules, Nicholas C](#)
Subject: Re: I'm on the phone
Date: Friday, July 25, 2014 8:25:59 PM

I just hung up. Will try again.

Sent from my iPhone

On Jul 25, 2014, at 8:24 PM, "Tolliver, Joyce L" <joycet@illinois.edu> wrote:

OK, I will hang up and call in again.

On Jul 25, 2014, at 8:23 PM, Burbules, Nicholas C <burbules@illinois.edu> wrote:

The conference service is saying the conference hasn'tt been initiated, and then puts me on hold.

I think Joyce is in the same situation.

From: <Burbules>, Burbules <burbules@illinois.edu>
Date: Friday, July 25, 2014 at 8:21 PM
To: "Wise, Phyllis M" <pmwise@illinois.edu>, Joycet Tolliver <joycet@illinois.edu>
Cc: Burbules <burbules@illinois.edu>
Subject: Re: I'm on the phone

Hmmm. So are we. The conference service screwed up. Let me hang up and call in again.

From: <Wise>, Phyllis M <pmwise@illinois.edu>
Date: Friday, July 25, 2014 at 8:03 PM
To: Burbules <burbules@illinois.edu>, Joycet Tolliver <joycet@illinois.edu>, "Adesida, Ilesanmi" <iadesida@illinois.edu>
Subject: I'm on the phone

Sent from my iPhone

Joyce Tolliver

Associate Professor of Spanish, Translation Studies, and Gender & Women's
Studies
Associate Head, Dept. of Spanish, Italian, and Portuguese
University of Illinois
Urbana IL 61801
217-244-6508
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